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The International Journal of
INDIAN PSYCHOLOGY



Person of the Issue
Melanie Klein (1882-1960)

Editor in Chief:
Prof. Suresh M. Makvana, PhD
Editor:
Ankit P. Patel

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INDIAN PSYCHOLOGY

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Editor in Chief

Prof. Suresh M. Makvana, PhD

Editor

Ankit P. Patel

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Message from Editors

We have been committed to make our “*Author Freedom Policy*” better due to response given by our researchers. We have launched “***Gold Open Access System***” before some days, which have gained good feedback by researchers. Now, every title will get its own URL which would be included by Abstract, Keywords, DIP (Digital Identifier Passport) etc. The main benefit of the URL is that, researcher can share and show it in his profile, CV, resume etc.

We shall present nomination of “**Paper of the Year**” award within short time. IJIP plans *Paper of the Year award* every year to inspire its researchers. After nomination, it would be lived at the website. Then it would be opened for voting. It would be voted by IJIP website visitors. That nominee would be awarded who would get majority of votes. In short the point is website visitors make him winner of the award. You can get more information regarding this matter from IJIP official website (www.ijip.in/index.php/award.html)

Year 2016 is the year of new hopes, new tries, and new dreams to be realized into reality. We pray to God fulfill all your wishes and dreams. We thank here all the researchers and friends joined with us.

We experience here feeling of joy while presenting first issue of 2016. We thank you again researchers who have presented their articles in this issue.

Happy New Year...

Dr. Suresh Makvana¹
(Editor in Chief)

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Person of the Issue: Melanie Klein (1882-1960)

Ankit Patel^{1*}

Born	30 March 1882 Vienna, Austria-Hungary
Died	September 22, 1960 London, United Kingdom
Citizenship	Austrian
Known for	Devising therapeutic techniques for children Coining the term 'reparation' Klein's theory splitting Projective identification
Influences	Sigmund Freud Karl Abraham
Influenced	Herbert Rosenfeld Otto F. Kernberg Jacques Lacan Cornelius Castoriadis Donald Meltzer



Melanie Klein was born on March 30, 1882, in Vienna, Austria. In 1903, she married Arthur Klein and relocated to Budapest. They had three children, born in 1904, 1907, and 1914.

Klein's first personal experience in the field of psychoanalysis began when she sought treatment for herself after her mother died in 1914. Earlier in her youth, Klein's siblings died: her brother died when she was 20, and her sister died when Klein was 4 years old. Klein was in treatment with Sandor Ferenczi between 1914 and 1917.

Klein was a pioneer in the treatment of children. She was among the first to use psychoanalysis on children and implemented several never-before implemented techniques and tools. She often used play and toys to help children discuss psychological issues.

Klein's approach to psychoanalysis conflicted with much of Sigmund Freud's work. Freud drew his ideas on child development from the recollections of his adult patients, but Klein worked directly with children and toddlers, giving her unique insight into the child development process. She defied Freud, arguing that the superego is actually present the moment a child is born,

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preceding the Oedipal complex. Klein also claimed that a primitive form of the Oedipal complex was present much earlier in development than Freud claimed, as a child becomes preoccupied with overwhelming parental authority.

Her early work led her to certain clinical discoveries. For instance, she saw that the splitting appears very early as a mechanism in the child's mind, and that the mechanisms of projection and introjections accompanying the splitting result in the creation of a very complex internal world, even in a very small child. She saw the importance of early part-object relationships, already noticed by Abraham but never deeply investigated. As I have said, she had described both an earlier concept of the Oedipus complex and the roots of an early, very savage, superego connected with part-object introjections. But it was only with her description of the depressive position that Klein's early discoveries could be brought together to give a picture of the child's mental development.

However, there was yet another discovery to come, in the last years of her life. This is the discovery of the crucial importance of primitive envy, and this has become extremely controversial, even amongst some who agreed with Klein's theory of the two positions. It seems that the thought that envy could be early and primary, and directed from the start at the maternal breast, under the aegis of the death instinct, was an idea hard to tolerate. Envy is very connected with the pathology of the paranoid-schizoid position. Hatred attacks the bad object, but envy is directed at the ideal object, and interferes with the original splitting which enables the infant to have an ideal object, which is the basis of what in the depressive position becomes a more integrated good-and-bad object. Since it is the ideal object that is attacked in envy, it leads to a constant confusion between what is good and what is bad, and endless, often psychotic, confessional states. In the depressive position, excessive envy makes reparation very difficult, both because of the magnitude of the guilt, and because the object, once repaired, becomes again an object of envious attacks.

Since Klein, a great deal of work has been done by her pupils and followers on the transition between the paranoid and the depressive position, and the important role that is played in its pathology by the factor of envy.

TIMELINE

1882

- Melanie Reizes is born on 30th March at Tiefer Graben 8, Vienna to Moriz (aged 54) and Libussa Reizes (née Deutsch, aged thirty). Her father Moriz comes from an orthodox Jewish family from Lemberg, Galicia (now Lvov, Ukraine), and her mother from Warbotz, Slovakia. Moriz trained as a doctor against his very conservative family's wishes; Libussa is an intelligent, attractive young woman.
- Melanie is the last of four children, joining six-year-old Emilie, five-year-old Emmanuel, and four-year-old Sidonie. The family moved to Vienna from Deutschkreutz, Hungary (now Burgenland, Austria) sometime between 1878 and 1882.

1885

- When Melanie is three years old, Sigmund Freud, now 29, is in Paris studying hysteria and hypnosis with famous neurologist Jean-Martin Charcot.

Person of the Issue: Melanie Klein (1882-1960)

1886

- Melanie's closest sister Sidonie dies of scrofula (tuberculous cervical lymphadenitis) at the age of eight. Melanie is four years old.
- Freud leaves Paris and returns to Vienna.

1887

- The Reizes family inherits a considerable sum of money on the death of Moriz's father. Melanie now five years old, the family moves from their second home in Vienna, a shabby fifth-floor apartment in Borsegasse, to a much larger, more elegant apartment in middle-class suburb Martinstrasse.

1891

- When Melanie is nine years old, 35-year-old Sigmund Freud moves to Berggasse 19, Vienna, his home and consulting rooms for the next 47 years.

1895

- In the same year as his last child Anna is born, Freud publishes his seminal *Studies on Hysteria*.

1898

- At the age of 16, Melanie already has her sights set on studying at the gymnasium. She has long wanted to study medicine, now specifically psychiatric medicine. This year she passes her entrance exams.

1899

- At the age of 17, Melanie meets her future husband, Arthur Stevan Klein, four years her elder and a second cousin. Klein is studying to be a chemical engineer in Zurich. He proposes to Melanie soon after their first meeting; she accepts. The engagement spells the end of Melanie's medical ambitions.

1900

- Melanie's father, Moriz Reizes, dies on 6th April at the age of 72. On 25th December, her eldest sister Emilie marries Leo Pick, a young doctor.
- Freud publishes his fundamental work, *The Interpretation of Dreams*. Freud is to maintain throughout his life that it is his most important work of all. It forms the keystone of psychoanalytic thought and practice.

1901

- Melanie spends the summer with the Kleins in Rosenberg (in Slovakian Hungary, now northern Slovakia) while Arthur is in America.
- Freud publishes *On Dreams*, a text which will critically influence Klein's psychoanalytic thinking.
- Otto, Melanie's first nephew, is born to Emilie Pick on 16th October.
- Melanie returns home from Rosenberg around Christmas 1901.

1902

- On 1st December 1902 a second sibling, Melanie's adored older brother Emmanuel, dies in Genoa of heart failure, at the age of 25. His death comes after several years of aimless and indigent travelling around the Mediterranean. He has very probably been addicted to morphine and cocaine for some time, in addition to suffering from tuberculosis.

1903

- Still in mourning for her brother, Melanie Reizes marries Arthur Klein on 31st March, the day after her 21st birthday. They set up their home in Rosenberg.
- In May Melanie finds out she is pregnant.

Person of the Issue: Melanie Klein (1882-1960)

1904

- Klein's first child, Melitta, is born on 19th January.

1905

- Melanie, Arthur and one-year-old Melitta make a trip to the Adriatic coast, visiting a number of places including Trieste and Venice.
- Freud publishes Three Essays on the Theory of Sexuality.

1906

- In the spring, Melanie accompanies Arthur to an engineering congress in Rome.
- After four years of persevering with her friend Irma Schonfeld, Melanie finally sees the publication of a collection of Emmanuel's writing.

1907

- On 2nd March Melanie gives birth to her second child and first son, Hans, after suffering a deep depression during pregnancy.
- Late in 1907 the Kleins move to Krappitz, a small provincial town in upper Silesia (now Krapkowice, Poland), where Arthur has been appointed director of a paper mill. Libussa moves in soon afterward.

1908

- Melanie becomes increasingly anxious and depressed, clearly very unhappy in her married life in this small, friendless town. She is often away, visiting friends and family, and making trips to Budapest and Abbazia. She receives treatment – such as carbonic acid baths – for her “nerves”. As a result she spends long periods of time apart from her young children, not a little encouraged by her mother Libussa in a series of strange, guilt-inducing and interfering letters.
- In this year Freud meets Hungarian psychoanalyst Sándor Ferenczi. The two men begin an important professional and personal relationship, recorded in more than 1,200 letters over their careers. Ferenczi is to have an enormous effect on Klein, as her analyst, supporter and friend.

1909

- In May, now severely depressed, Melanie visits a sanatorium in Chur, an alpine town in eastern Switzerland. In June she moves a little further south, to St Moritz, and is experiencing problems with her bladder. In a letter from her mother, there is a suggestion that Melanie might be afraid that she is pregnant, something that she dreads.
- In November the Kleins, with Libussa in tow, move to Svabhegy, a suburb of Budapest.
- Freud publishes his study of five-year-old 'Little Hans,' the first such analytic observation of a child. The analysis is carried out by the boy's father, as directed by Freud.

1910

- In the new scenery of Budapest, Melanie spends much of her time with Jolanthe Vágó, Arthur's sister, and Klara, Jolanthe's divorced sister-in-law. She is very close to these two women, especially Klara.
- Melanie spends the summer with Klara in Rügen, a resort to the north of Berlin on the Baltic Sea.
- Karl Abraham, close friend and colleague of Freud, establishes the Berlin Psychoanalytic Society. Abraham is later to analyse Klein, and to become a deeply important figure in her psychoanalytic thinking and emotional life.

1911

- In August the Kleins move to Rozsdamb, a more affluent area of Budapest.

Person of the Issue: Melanie Klein (1882-1960)

- Again Melanie spends her summer holiday in Rügen with Klara.

1912

- Melanie writes to her mother, who is staying temporarily in Vienna, that she is feeling better, in fact "quite healthy." She refers to a "treatment" she has been having, though she does not refer to its nature. It is likely psychological, perhaps even psychoanalytical.

1913

- Around Christmas 1913, Klein finds she is again pregnant.

1914

- After another deeply depressed pregnancy, Klein gives birth to her third and last child, Erich, on 1st July. Two weeks later, on the 28th July 1914, the First World War breaks out. Both Arthur Klein and Melanie's brother-in-law Leo Pick are subsequently called up.
- Klein begins analysis with Sándor Ferenczi, a Hungarian psychoanalyst intimate with Freud and instrumental in the growth of psychoanalysis. For the first time in Klein's life she is able to talk about her emotional experiences, and to be listened to by a highly intelligent, attentive, perceptive audience of one. This encounter with Ferenczi is nothing less than a watershed in her life.
- At some point in this year Klein reads Sigmund Freud's *On Dreams* ('Über den Traum,' 1901). She is immediately filled with huge excitement about the insights and possibilities revealed by Freud, and becomes devoted to psychoanalysis.
- In October Ferenczi is called up to serve as a doctor to the Hungarian Hussars, though he continues to be analysed by Freud by post. He carries out some analyses himself, both in the army and on return visits to Budapest.
- In late October the Kleins take Libussa to be x-rayed, following a severe loss of weight. Cancer is ruled out by the doctor. However, she rapidly develops bronchitis, and on 6th November Melanie Klein's mother is dead.

1916

- Arthur Klein is invalided back home with a leg wound. Ferenczi also returns to Budapest, having been transferred to a neurological hospital.

1917

- Freud's famous essay, 'Mourning and Melancholia' is published. Klein will later develop her radical ideas about manic-depressive states, as well as her seminal concept of the depressive position, out of Freud's account of aggression and guilt as central to the experience of the melancholic patient.

1918

- On 28th and 29th September, Melanie Klein attends the Fifth Psychoanalytic Congress at the Hungarian Academy of Sciences in Budapest. She hears Freud read his paper, 'Lines of Advance in Psychoanalytic Therapy,' which further fuels her fascination with psychoanalysis. This is almost certainly the first time Klein hears Freud read his work in person, and will be one of the only times. For Klein this is an extraordinary moment, as she comes face to face with the brilliant and deeply revered founder of psychoanalysis.
- Toward the end of the year the Austro-Hungarian Empire dissolves as its monarchy collapses. The First World War finally ends on the 11th November 1918, after over four years of fighting and millions of lives lost.

Person of the Issue: Melanie Klein (1882-1960)

1919

- In July Klein presents her study of her five-year-old son Erich to the Hungarian Psychoanalytic Society; it is her first study of a child. She is soon afterward awarded membership.
- Arthur Klein leaves Budapest and his family for Sweden in autumn 1919, as the anti-Semitic White Terror takes hold of Hungary. The Hungarian Psychoanalytic movement is all but destroyed by this ferocious counterrevolutionary anti-Semitism. Melanie also leaves Budapest, taking her three children to stay with Arthur's parents in Rosenberg. Besides the political turmoil, the Kleins' marriage is not working, and it is clear they are increasingly unhappy living together.

1920

- In September Klein attends the first International Congress since the war, held in The Hague. She meets Joan Riviere for the first time.
- Freud publishes *Beyond the Pleasure Principle*, in which he introduces the bold new idea of the 'death instinct.' This concept, controversial from its incipience, is to play a significant part in the development of Klein's theory, particularly with relation to sadism and ego-splitting in the young child.

1921

- At the beginning of 1921 Klein leaves her in-laws in Rosenberg and moves to Berlin. Other psychoanalysts have also left Hungary due to the intensifying anti-Semitic climate, including Sándor Rádo, Alexander, Schott and Balint.
- After a few weeks spent in a pension in Grunerwald, Klein moves to Cunostrasse, a drab and uninspiring area. She has Erich with her, now six years old. Melitta, aged 17, is finishing her studies in Budapest, and Hans, aged 14, is at boarding school.

1922

- Klein delivers another paper on early analysis at the 1922 International Congress. On the back of this and her paper of the previous year, she is made an Associate Member of the Berlin Society.

1923

- After being made a full member of the Berlin Psychoanalytic Society in February, Klein embarks upon her first child analysis. This marks the start of a bold new approach to analytic treatment and theory, and the start of Klein's career. This is only strengthened when Klein's paper, 'The Development of a Child,' is published by Ernest Jones in the *International Journal of Psychoanalysis*.
- The child Klein names 'Rita' in her notes enters analysis with her; she is only two and a half years old. In November Abraham, at that time supervising Klein's work, writes to Freud:
- "In the last few months Mrs Klein has skilfully conducted the psychoanalysis of a three-year-old with good therapeutic results. The child presented a true picture of the basic depression that I postulated in close combination with oral erotism. The case offers amazing insights into instinctual life." (*A Psycho-Analytic Dialogue, The Letters of Sigmund Freud and Karl Abraham, 1906-27* [Hogarth Press, 1965], p. 339)
- Meanwhile, in her personal life, Klein and her husband Arthur attempt reconciliation, moving into a large house built by Arthur on his return from Sweden, Auf dem Grat 19, Dahlem.

Person of the Issue: Melanie Klein (1882-1960)

1924

- Eager to learn from one of the great pioneers of psychoanalysis, Klein asks Abraham to analyse her. She manages to persuade him, despite his reservations about analysing a Berlin colleague. At the beginning of 1924 her treatment begins.
- After several months of trying to repair their marriage, relations between Melanie and Arthur fail to improve. Melanie leaves her husband for good in April, shortly after her daughter Melitta's marriage to Walter Schmideberg, a Viennese doctor and family friend of the Freuds.
- Following this final breakup of her marriage, Klein moves into a pension at Augbwißerstrasse 17, where she struggles to keep custody of Erich against Arthur's opposition. Six months into Klein's new analysis, Alix Strachey arrives from England. She is to become a very important catalyst in the development of Klein's career.
- Klein begins several important analyses of children, notably those she refers to as 'Peter,' 'Ruth,' 'Trude,' and 'Erna' in her writings. An important paper based on these cases is presented to the Berlin Society on 12th December.

1925

- A letter from Alix Strachey to her husband, outlining Klein's 1924 Berlin Society paper, stimulates great interest when read to the British Society on 7th January 1925. Klein subsequently plans to give a series of lectures in London, with the enthusiastic encouragement of Ernest Jones. The Stracheys are greatly supportive of Klein's visit, translating papers, tutoring her English, and preparing the ground in the British Society.
- During the spring Klein meets Chezel Zvi Kloetzel, a married man and father of one, at her dance class. They begin what, at least for Klein, is a deeply affecting love affair.
- In July Klein goes to London for her lecture series, which is held at the house of Karin and Adrian Stephen (brother of Virginia Woolf) in Gordon Square. She gives two lectures per week for three weeks, to a fascinated audience. Klein meets Susan Isaacs, thus beginning an important and enduring professional and personal relationship.
- Alongside these exciting developments Klein also suffers a great loss. Abraham falls ill in May, deteriorating until he dies on Christmas Day. Klein has been in analysis with him for only a year and a half. She later describes the termination of her analysis and Abraham's death as 'very painful.'

1926

- The London Clinic for Psychoanalysis opens on 6th May, Freud's 70th birthday.
- In September, at the invitation of Ernest Jones, Klein moves to London. She breaks off with Kloetzel (though he is to visit her several times over the next few years). Klein begins analysis of Jones' wife and two children between 15th September and 4th October.
- On 17th November Klein gives a paper before the British Psychoanalytic Society on five-year-old 'Peter,' with reference to the castration complex and anal-sadistic phantasy.
- Klein's son Erich joins her on 27th December, three months after her arrival. Klein now has six patients in addition to the Jones family.

1927

- On 19th March Anna Freud addresses the Berlin Society on the subject of child analytic technique. Her presentation is a barely disguised attack on Melanie Klein's approach to psychoanalysis. In response, Ernest Jones organises a symposium for the British Society

Person of the Issue: Melanie Klein (1882-1960)

on the same subject. Sigmund Freud is unhappy with what he sees as an attack on his daughter and, perhaps by extension, himself.

- At the beginning of September Klein attends the Tenth International Congress, held in Innsbruck. She delivers her paper, 'Early Stages of the Oedipus Complex,' her most radical conceptual offering to date.
- Klein is elected a member of the British Psychoanalytical Society on 2nd October.

1928

- Melitta Schmideberg, Klein's eldest child and only daughter, comes to London after graduating from university in Berlin. Like her mother she is now pursuing a career in psychoanalysis, and by 1930 she is a member of the British Society. She moves in with her mother and brother Erich, while her husband Walter remains in Germany for a further four years.

1929

- Klein begins analysis of 'Dick,' a four-year-old boy, seemingly struggling with schizophrenia. His condition has since been re-described as infantile autism. This analysis and its ensuing published paper forms a key moment in Klein's development of her ideas about early psychosis and its relation to aggression and guilt.

1930

- On 5th February Klein presents a paper, 'The Importance of Symbol-Formation in the Development of the Ego' to the British Society. It forms a hugely important stage in her psychoanalytic thinking. In this seminal paper, Klein asserts that the child's capacity for symbol formation, and more broadly for the formulation of thought, are vital elements in the healthy development of the ego. This paper is truly innovative, and opened the way to a better understanding of psychotic states.

1931

- Klein takes on her first training analysand, Dr. W. Clifford M. Scott, a medical graduate from Toronto, Canada.

1932

- Klein's first major theoretical work, *The Psychoanalysis of Children*, is published simultaneously in English, by Hogarth Press (set up by Virginia and Leonard Woolf), and in German, by the Internationaler Psychoanalytischer Verlag. In it she lays the foundations for her later innovation of the paranoid-schizoid and depressive positions.

1933

- On 22nd May Sándor Ferenczi dies of pernicious anaemia, at the age of 59.
- Klein moves to 42 Clifton Hill, St. John's Wood. Paula Heimann, fleeing Nazi Germany, moves to London, and becomes Klein's secretary. She subsequently enters analysis with Klein.
- Melitta is elected member of the Institute of Psychoanalysis on 18th October. Previously an exponent of her mother's theoretical position, Melitta becomes increasingly antagonistic toward her, mounting regular, unsparing attacks against her ideas and method in Society meetings.
- Klotzel moves to Palestine at the end of the year, as anti-Semitism rages ever more violently through Europe. Klein will never see him again.

1934

- At the beginning of the year Klein starts seeing Sylvia Payne once a week, for treatment of a bout of intense depression.

Person of the Issue: Melanie Klein (1882-1960)

- Melitta begins analysis with Edward Glover, after having been previously analysed by Ella Sharpe. They become close allies against Klein in the on-going British Society infighting.
- In April, Melanie's eldest son Hans dies when a path crumbles under him as he hikes through the Tatra Mountains. He is 27. Melanie does not attend the funeral, held in Budapest, apparently too devastated to make the journey.
- Klein reads the first version of her seminal paper, 'The Psychogenesis of Manic-Depressive States' at the Lucerne Congress in August.

1935

- On 16th January Klein reads a reworked version of her 1934 Congress paper, 'A Contribution to the Psychogenesis of Manic-Depressive States,' to the British Society. The paper explains her radical, brilliant new concept, the depressive position.
- Donald Winnicott, a paediatrician and recently qualified psychoanalyst, begins analysis of Klein's youngest child Erich, at her request.
- In Germany on 15th September, the Nuremberg Laws are passed at the annual Nazi party rally. Jews are stripped of their citizenship, the right to hold influential professional positions, and the right to marry 'Aryans.'

1936

- In February Klein delivers her paper, 'Weaning,' as part of a lecture series open to the public at Caxton Hall. It will later be published as part of *Love, Guilt and Reparation and Other Works 1921-1945*.

1937

- On 19th March Melitta Schmideberg reads her paper, 'After the Analysis – Some Phantasies of Patients,' a searing attack on Kleinian analytic technique and theory.
- Klein goes into hospital in July, for an operation on her gall bladder. She writes 'Observations Following an Operation' afterward, detailing her emotional reactions to anaesthetic, surgery, and the return to childlike dependency.
- She spends August recuperating in Devon with Erich and his new wife, Judy.
- In September Klein takes a rare holiday in Italy.
- Klein and Joan Riviere jointly present 'Love, Guilt and Reparation,' based on a previous public lecture.
- Read Klein's 'Observations after an Operation'...

1938

- Emilie and Leo Pick, Klein's sister and brother-in-law, arrive in England as refugees from Nazi-annexed Vienna. They move into a flat around the corner from Klein.
- Sigmund and Anna Freud flee Vienna after the Nazis invade Austria in March. They arrive in London on 6th June. They are just a couple of a flood of refugee psychoanalysts fleeing Nazi Germany and Austria. The British Society is thus changed out of recognition.
- On the night of 9th-10th November, Nazi supporters and SA stormtroopers vandalise and destroy Jewish shops and synagogues across Germany and Austria, killing, beating and arresting Jews. This horrific pogrom will become known as Kristallnacht ('Night of Broken Glass').

Person of the Issue: Melanie Klein (1882-1960)

1939

- Early in the year the Internal Object (I.O.) Group is set up, at the suggestion of Eva Rosenfeld and Susan Isaacs, as a regular opportunity for the Kleinians to discuss and formulate their ideas for presentation to their opponents.
- On 8th March the British Psychoanalytical Society celebrates its 25th birthday at the Savoy (taking 1914 rather than 1919 as the date of inception, despite the abortive nature of the first attempt). Virginia and Leonard Woolf are among the guests, and Klein meets them for the first time.
- Arthur Klein dies in Sion, Switzerland, at the age of 61.
- On 3rd September Britain declares war against Germany.
- Klein moves to Cambridge temporarily, one of many fleeing the capital for fear of air raids.
- On 23rd September, three weeks after the outbreak of the Second World War, Sigmund Freud dies at the age of 83 after years of suffering with cancer of the jaw.
- Klein re-works 'Mourning and Its Relation to Manic-Depressive States' over the winter, a paper originally given at the 1938 Paris Congress.

1940

- Klein's sister Emilie Pick dies in London in May, of lung cancer. Klein is not with her.
- At the end of June Klein leaves London for Pitlochry in Scotland, at the request of 'Dick's' parents. Meanwhile, in London, the Battle of Britain approaches, making the capital highly dangerous. She returns to London for Christmas, missing her grandson Michael and her work there.
- Edward Glover publishes An Investigation of the Technique of Psychoanalysis, a barely disguised attack on Klein and Kleinian thought.

1941

- By the new year Klein has four patients in Scotland, Dick and his brother, and two doctors. During her time in Pitlochry she keeps up a regular correspondence with Donald Winnicott, by now a close friend and ally.
- At the end of April Klein starts analysis of ten-year-old 'Richard,' whose "unusual" set of psychical difficulties prove rich food for thought. She is soon eager to write a book dedicated to this particular case.
- At the beginning of September Klein leaves Pitlochry and returns home to London.

1942

- The first of the British Society's Extraordinary Meetings takes place on 25th February, after months and years of increasing discord and infighting among its members. They are heated and often venomously personal battles between the opposing groups in the Society – the Kleinians and Viennese Freudians – and they carry on until June. In meetings Anna Freud and Edward Glover attack Klein's legitimacy as a psychoanalyst, while Melitta Schmideberg attacks her mother with a seemingly blind rage, more personal than theoretical. It looks as though the Society may not survive this deeply divisive war of ideas and personalities.
- The first of the Controversial Discussions is held on 21st October. They are highly charged debates about the conflicting psychoanalytic theories threatening to break the Society down the middle. Klein and Anna Freud are the central opponents in the struggle. During this period Kleinian theory will be criticized vehemently, and even accused of not being psychoanalytic.

1943

- Susan Isaacs' paper, 'The Nature and Function of Phantasy' (later published in *Developments in Psychoanalysis*) is distributed to members of the Society to be discussed on the 27th January as part of the Controversial Discussions. It is a key paper in the history of psychoanalysis, demonstrating Klein's concept of infantile phantasy as intimately related to, and sprung from, classical Freudian thought and therefore resolutely psychoanalytic. The paper forms the focus of discussion at every meeting until 19th May.

1944

- After a meeting on the 24th January, Edward Glover resigns from the British Society, declaring it no longer 'Freudian,' that is, psychoanalytic.
- On 16th February Klein takes part in the Discussions for the first time in person. She delivers the paper forming the focus of the last Controversial Discussion on 1st March, 'The Emotional Life of the Infant.'
- Hanna Segal enters analysis with Klein, around the same time as Herbert Rosenfeld. Both Segal and Rosenfeld will go on to develop and expand Kleinian theory, as they push the limits of psychoanalysis in their work with borderline-psychotic and psychotic patients.

1945

- Melitta Schmideberg leaves the UK, now separated from her husband Walter, and moves to New York. She will live there until 1961, working with adolescent delinquents.
- Klein spends August on a farm with her daughter-in-law Judy and grandchildren Michael and Diana.

1946

- On 4th December Klein gives her paper, 'Notes on Some Schizoid Mechanisms' to the British Society. This is one of the most important works of Klein's career, and a pivotal moment in psychoanalytic thought, as she details the concepts of ego-splitting and projective identification.
- After much debate within the British Society, the 'A' and 'B' groups, and what becomes known as the 'Middle Group', are at last established as an urgent means of resolving the on-going and irreconcilable differences between the Anna Freudians and Kleinians. The bitter arguments that have raged through the Society for years are now at least partly assuaged, and the Society looks like it will survive.

1947

- John Rickman, a British psychoanalyst who has been in analysis with Freud, Ferenczi and Klein, is elected president of the British Society. As a member of the 'Middle Group' - neither Anna Freudian nor Kleinian - Rickman's appointment is a deliberate effort to preserve neutral government of the Society.

1948

- Susan Isaacs dies of cancer on 12th October, at the age of 63.

1949

- At the sixteenth Psychoanalytic Congress in Zurich, Klein sees her daughter Melitta for the first time in four years. They do not speak.

1950

- Some rare, silent cine footage shows Melanie Klein walking in the garden of her home in Clifton Hill at about this time. The identity of the filmmaker, and of the gentleman who appears with Klein, are unknown.

Person of the Issue: Melanie Klein (1882-1960)

1951

- In preparation for the celebration of Klein's 70th year, her colleagues and friends publish *Developments in Psychoanalysis*, including essays by Heimann, Isaacs, Riviere, Klein, and others.
- Klein's former lover Chezkel Zvi Kloetzel dies on 27th October.

1952

- Ernest Jones organises a dinner at Kettner's (29 Romilly St, Soho) to celebrate Klein's 70th birthday.
- In photograph, clockwise from left: [sitting] Marion Milner, Sylvia Payne, Eric Klein, Roger Money-Kyrle, Clifford Scott, Paula Heimann, James Strachey, Gwen Evans, [unknown], Michael Balint, Judy Klein (wife of Eric Klein), [standing] Melanie Klein, Ernest Jones, Herbert Rosenfeld, Joan Riviere, Donald Winnicott

1953

- After a period of illness and dizzy spells (and a brief spell in hospital), thought to be brought about by excessive tiredness and overwork, Klein sells her house at Clifton Hill and moves to a smaller flat at 20 Bracknell Gardens, West Hampstead.
- Klein begins work on her autobiography (never published). Professor Janet Sayers has transcribed and annotated the fragments contained in the Melanie Klein archive at the Wellcome Trust. Published in *Psychoanalysis and History*, 15(2), 2013: 127-663.

1954

- Walter Schmideberg, Klein's estranged son-in-law, dies of an ulcerous illness in Switzerland, by now long separated from his wife Melitta.

1955

- On 1st February Klein establishes the Melanie Klein Trust, something she has thought of doing for several years. She invites Wilfred Bion, Paula Heimann, Betty Joseph, Roger Money-Kyrle, and Hanna Segal to be trustees, and puts in £600 to get it going.
- *New Directions in Psychoanalysis* is published.
- Klein attends the Geneva Congress, held on 24th-25th July. On the first day, Klein delivers a paper, 'A Study of Envy and Gratitude.' It is among the most controversial of all Klein's papers, and elicits a heatedly critical reaction. Paula Heimann, by now no longer on good terms with Klein, is among those critical of the paper's assertions.
- On 24th November Klein writes to Heimann, asking her to resign as trustee of the newly established Melanie Klein Trust. Spelling the end of their long and close friendship, Heimann soon after also leaves the Kleinian group.

1956

- Klein, with the help of previous analysand Elliott Jaques, starts to sort through and order her notes on Richard. These notes will become *Narrative of a Child Analysis*, her only full-length account of a single analysis.
- On 6th May the Society marks Freud's centenary year.

1957

- The highly controversial *Envy and Gratitude* is published in June, expanded from Klein's 1955 Geneva Congress paper with the help of Elliot Jacques.
- On her 75th birthday, Klein is given a Victorian garnet and gold set of jewellery by the British Society.

1958

- Ernest Jones dies on the 11th February, at the age of 79.

Person of the Issue: Melanie Klein (1882-1960)

- Listen to a recording of Melanie Klein's voice made at around this time.

1959

- After previously being taken up and then unfinished by French psychoanalyst and philosopher Jacques Lacan, Klein's *Psycho-Analysis of Children* is finally published in a French translation by Françoise and Jean-Baptiste Boulanger.
- Klein reads her paper, 'Our Adult World and Its Roots in Infancy' to an audience of sociologists in London.
- Klein gives her paper, 'On the Sense of Loneliness' at the Copenhagen Congress in July. In it she explores the yearning for an unattainable return to the baby's first experience of an entirely devoted mother figure. The paper will later be published as part of *Envy and Gratitude and Other Works 1946-1963*.

1960

- In the spring Klein is diagnosed with anaemia, and is increasingly exhausted and physically weak.
- During the summer Klein goes to Switzerland, to Villars-sur-Ollon, determined to regain her health. Her son Eric joins her, but by this time she has grown dangerously ill. She returns to England and is immediately taken to hospital. Colon cancer is diagnosed and Klein has an operation at the start of September. The operation seems at first to have been successful, but complications arise after she falls out of bed and breaks a hip. Melanie Klein dies on 22nd September.
- She is cremated at Golders Green Crematorium, her funeral attended by many friends and colleagues. Melitta is not there.

QUOTES

"One of the many interesting and surprising experiences of the beginner in child analysis is to find in even very young children a capacity for insight which is often far greater than that of adults. "

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Effect of Gayatri Mantra Meditation on Meditation Naive Subjects: an EEG and fMRI Pilot Study

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ABSTRACT

A mantra is a word or phrase repeated aloud or silently and used to focus attention. Meditation using mantras is widely practiced in India. However, research on the effects of mantra meditation on the brain is sparse. The aim was to study the effect of listening to Gayatri mantra on the brain using Electroencephalograph (EEG) functional Magnetic Resonance Imaging (fMRI). Sample included 8 meditation naive subjects, who have not been practicing any form of meditation. There were 12 subjects for the EEG study and 8 subjects for the fMRI study. The results showed that the areas that had maximum activation were the bilateral superior temporal gyri, right temporal lobe, right insula, left inferior parietal lobule, lateral globus pallidus and culmen of the cerebellum. There were some EEG changes before and after listening to Gayatri mantra also, but reliable analysis could not be carried out due to the less number of samples. Results indicate that mantra meditation can result in changes in the brain.

Keywords: *Meditation, Mantra, EEG fMRI*

The word *meditation* is used to describe practices that are used to regulate the body and mind, thereby affecting mental or physical events this is often achieved by using a specific attentional set. It is an all inclusive term that includes practices that have some common features, but are different in the way they are practiced or observed. Very often the aim of these practices is to calm the mind or reach a different level of consciousness like hypnosis, progressive relaxation, and trance-induction techniques. In an evidence report by the Agency for health care research and Quality, U.S.A, meditation practices are classified into five categories, Mantra meditation, Mindfulness meditation, Yoga, Tai Chi, and Qi Gong. A mantra is a word or phrase repeated aloud or silently and used to focus attention. In research, mantra meditation is used synonymously with transcendental meditation in spite of differences between them. Transcendental meditation is a highly standardized procedure which involves a personal mantra and seven steps to reach transcendence. It is a form of mantra meditation. Mantra meditation

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involves the repetition of a phrase or mantra with the concept of surrendering and renunciation. It has religious implications.

Since meditation has a relaxation component to it, it is believed to influence brain wave patterns. Electro Encephalogram is the recording of brain wave patterns. EEG meditation studies have found power increases in theta and alpha bands. Additional findings of increased power coherence and gamma band effects with meditation are starting to emerge. However meta analysis and review studies have concluded that the studies on the effects of meditation on EEG are not consistent (Cahn and Pollich, 2006; Agency for Healthcare Research and Quality, 2007). Research on the effects of mantra meditation as it is generally practiced in India is sparse. The single study on mantra meditation found improvement in EEG with mantra meditation in epileptics (Deepak et al, 1994).

The other are of investigation in meditation used fMRI. Lazar et al (2005) compared 20 individuals trained in insight meditation for an average of 9.1 years to 15 normal controls who did not have any exposure to meditation or yoga using MRI technique. They showed that the right anterior insula and prefrontal cortex was thicker in meditators. Holzel et al (2007) conducted an MRI study on 20 Vipassana meditators with mean practice of 8.6 years and compared that to 20 non meditators matched on age, sex, education and handedness. Using region of interest analysis, they found analyses, gray matter concentration in the right hippocampus and right anterior insula was significantly greater in meditators. Lutz et al (2008) conducted an fMRI study to investigate the effects of compassion meditation in the brains of 16 Buddhist monks in comparison to 16 healthy volunteers. Significant activity was observed in the right insula of the brain when the long-term meditators were meditating.

The effects of mantra meditation on the brain is not clearly understood. The present study aims to do devise a paradigm for the same as part of a pilot study.

MATERIALS AND METHODS

Aim:

The aim of the present study was to examine the brain mechanisms in Mantra meditation using EEG and FMRI.

Sample: The sample included meditation naïve subjects, who have not been practicing any form of meditation. 12 subjects underwent the EEG examination 8 subjects underwent fMRI investigation. The age range was 20-35 years and did not have any significant medical, psychiatric, neurological or neurosurgical disorders. Informed consent was obtained from the participants, after explaining about the study.

The method is divided into that for the EEG study and fMRI study.

EEG study

A 32 channel EEG recording was done which includes a 3 minute eyes closed phase, 15 minutes mantra listening phase and another 3 minute eyes closed phase. The subjects listened to Gayatri mantra during the meditative phase. The EEG thus obtained was analysed using the (Fast Fourier Transform) FFT method, and a spectrum analysis was done. The pre meditation EEG and the post meditation EEG were compared.

fMRI study

A block design paradigm was developed, with two rest phases and two active phases of 5 minutes duration each using E prime. Gayatri mantra was presented repeatedly through the auditory modality during the active phase and fade-in and fade out of white noise during the rest phase. The total duration was 22 minutes. 3T Skyra MRI system was used for scanning, and the fMRI was carried out using IFIS software. The images were analysed using Statistical Parametric Mapping (SPM 8) software. The brain areas that corresponded to the activations were plotted using Talarach coordinates, to obtain the Brodman areas.

RESULTS

EEG study:

The EEG study showed that the percentage of gamma and beta waves increased in the post Gayatri mantra listening phase with respect to the pre Gayatri mantra listening phase (vide figure 1 &2). Expert Buddhist meditators are found to have a predominance of high frequency gamma waves in their EEG.

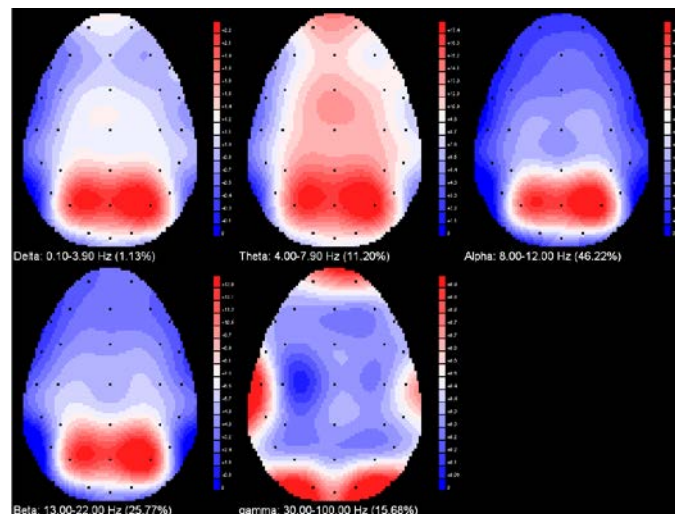


Figure 1: *Spectrum mapping of EEG before listening to Gayatri mantra in meditation naive subjects*

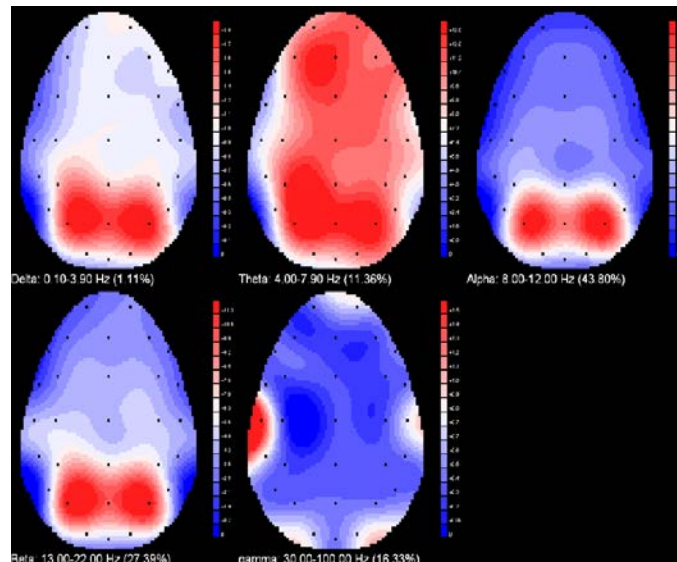


Figure 2: Spectrum mapping of EEG after listening to Gayatri mantra in meditation naive subjects

fMRI study

The results showed that the areas that had maximum activation were the bilateral superior temporal gyri, right temporal lobe, right insula, left inferior parietal lobule, lateral globuspallidus and culmen of the cerebellum (figure 3).

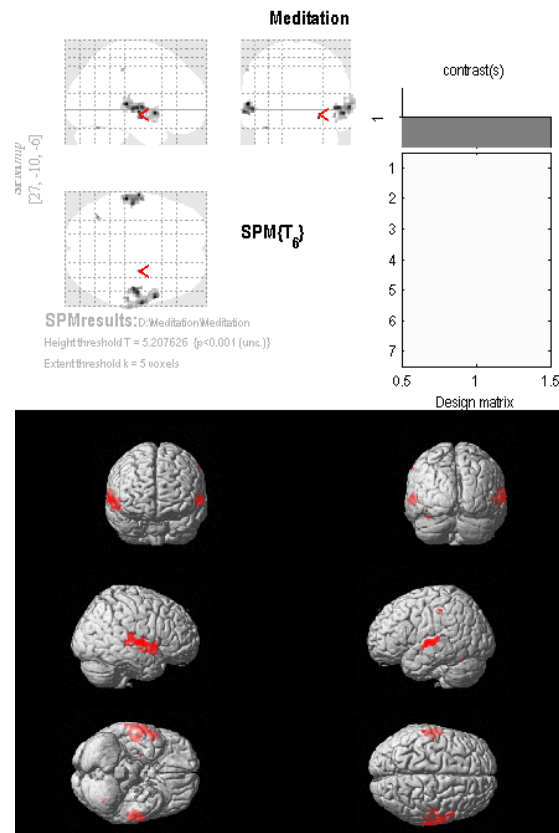


Figure 3: Representation of regional blood flow during mantra listening

DISCUSSION

It is hypothesised that activation in the bilateral superior temporal gyri is due to processing of auditory stimuli and language and the right temporal lobe due to processing of prosody. Activation in the left inferior parietal lobule cannot be attributed to semantic processing, as the subjects except one were not aware of the meaning of the mantra. It may be due to temporal sequencing inherent to recitation of mantras. Activation in basal ganglia and culmen is hypothesised to be due to subvocal motor activity. Right insula mediates bodily self awareness and emotional experience. Studies have found that the insula is significantly thicker in experienced meditators (Lazar et al, 2005). This may be due to repeated activation of the insula that it becomes thicker in experienced meditators.

Conclusions: For novice meditators, restlessness can arise due to continuous listening to Gayatri mantra. Duration of 10-15 minutes is found to be optimum. There is a minimal increase in the percentage of gamma waves of meditation naive normal volunteers after listening to Gayatri mantra for 15 minutes. In fMRI, the brain areas that were activated in meditation naive normal volunteers during listening to Gayatri mantra included right insula, which is involved in bodily self awareness and emotional experience. The paradigms developed during both studies were found useful in examining brain changes during meditation.

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Influence of Religiosity among Adolescence in Rural and Urban Areas

Niyas Muhammed. P^{1*}

ABSTRACT

Research largely shows that religion has a positive correlation to psychological well-being. Religion is an organized collection of beliefs, cultural systems, and world views that related humanity to an order of existence. Many religions have narratives, symbols and sacred histories that are intended to explain the meaning of life or the universe. From their beliefs about the cosmos and human nature, people derive morality, ethics, religious laws or preferred lifestyles. According to some estimates, there are roughly 4200 religions in the world. Many religions may have organized behaviours, clergy, a definition of what constitutes adherence or membership, holy places, sermons, commemoration or veneration of a deity, Gods or Goodness, Scarifies, festivals, feasts, trance, initiations, funerary services, matrimonial services, meditation, prayer, music, art, dance, public services or other aspects of human culture. Religion influence individual personal and social overall development. Every religion is giving more importance to love and peace. However, a close looks on these religiosity highly influence in the individuals in both rural and urban areas. The study findings provide how the religiosity influencing among adolescence in rural and urban areas concluded that religiosity among rural adolescence is higher than the adolescence from urban area. Here we used “Rajamanickam’s Religious Attitude Scale “proposed by Rajamanickam (1989) for measurement.

Keywords: *Religion, Rural and Urban Adolescence, Religious Attitude.*

Many religions may have organized behaviours, clergy, a definition of what constitutes adherence or membership, holy places, sermons, commemoration or veneration of a deity, Gods or Godness, Scarifies, festivals, feasts, trance, initiations, funerary services, matrimonial services, meditation, prayer, music, art, dance, public services or other aspects of human culture. Religions may also contain mythology. The word religion is sometimes used interchangeably with faith, belief system or sometimes set of deities; however in the word of Emile Durkhem, religious differs from private belief is that it is “something eminently social”. A global 2012 poll

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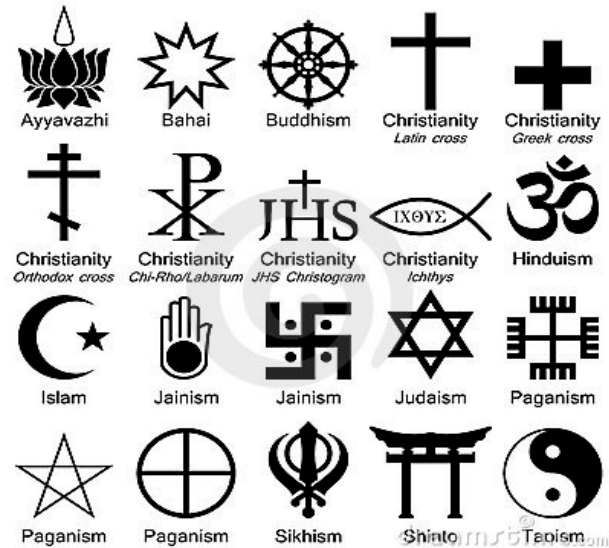
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Influence of Religiosity among Adolescence in Rural and Urban Areas

reports that 59% of world's population is religious, and 36% are not religious, including 13% who are atheists, with 9% decrease in religious beliefs in 2005 on average, women are more religious than men. Some people follow multiple religions or multiple religious principles at the same time, regardless of whether or not the religious principles they follow traditionally allow for syncretism (Harper,1870)

Different types of Religions and their Symbols



Religion is an organized collection of beliefs, cultural systems, and world views that related humanity to an order of existence. Many religions have narratives, symbols and sacred histories that are intended to explain the meaning of life or the universe. From their beliefs about the cosmos and human nature, people derive morality, ethics, religious laws or preferred lifestyles. According to some estimates, there are roughly 4200 religions in the world. Edward Burnett Taylor (1871) defined religion as “the belief in spiritual being”. The anthropologist Clifford Geertz defined religion as a “systems of symbols which acts to establish powerful, pervasive and long-lasting moods and motivations in men by formulating conceptions of a general order of existence and clothing these conceptions with such an aura of factuality that the moods and motivations seem uniquely realistic”. The sociologist Durkheim, in his seminal book ‘The elementary Forms of the religious Life’, defined religion as a “un field system of beliefs and practices relative to sacred things”. By sacred things he meant things set apart and forbidden-beliefs and practices which unite into one single moral community called church, all those who adhere to them’. Sacred things are not, however, limited to Gods or Spirits. The psychologist William James, in his book ‘The varieties of religious experience’ defined religion as “ the feeling, acts and experiences of individual men in their solitude, so far as they apprehend themselves to stand in relation to whatever they may consider the divine”. By the term ‘divine’ James meant “any objects that is God like, whether it be a concrete deity or not” to which the individual feels impelled to respond with solemnity and gravity.

Frederick Ferre, who defined religion as “ones way of valuing most comprehensively and intensively”, similarly, for the theologian Paul Tillich, faith is “the state being ultimately concerned. Which is itself religion? Religion is the substance, the ground, and the depth of man’s spiritual life”. Friedrich Schlermacher in the late 18 the centaury defined religion as “a feeling of absolute dependence”. His contemporary Hegel disagreed thoroughly, defining religion as “the divine spirit becoming conscious of him through the finite spirit”. When religion is seen in terms of “sacred”, “divine”, “intensive, “valuing”, or “ultimate concern”. Then it is possible to understand why significant findings and philosophical criticism do not necessary disturb its adherents. (Tylor, 1871).

Rural Religion

In all part of the world, the rural population compares favorably with the people who inhabit the cities in matter of religion, being more enchained in this direction. This disparity arises from a number of factors of which the most prominent is the pre-occupation with agriculture, which depends very much upon nature despite stupendous progress that science may have made in any country. The life of the people in the villages is at most completely exposed to the vagaries of nature, but at the sometime the rustic derives satisfaction from the opportunity of observing, at first hand nature at its most beautiful and red in tooth and clawed as well, thus rural religion originates in the worship of nature. In Indian country 80% of rural population and 60% of villages are farmers. Most rural people are uneducated, in consequence of which they nurse all kinds of superstitions and dogmas, religious in nature. In the social life of the village, many beliefs in ghosts, witches, good and bad omens are operative for the understanding of which a study of rural religion is necessary (Narain, 1992).

Features of Rural Religion

- 1. Gods and Goodness’:-** Generally the classes of Gods and Godness are worshipped Indian villages are (1) Gods and Godness of Hindu. The rural Hindu people everywhere worship the Gods and Godness of the Hindu religion. The most important among them is Shiva; the names of Shankara and Bholebuba are also is famous for their deity. Other worshipped deities Indians are Vishnu, Rama, Krishna, Agni, Valmiki, Jakannath and sun God etc. (2) Non Hindu Gods and Godness, the credulous Indian villages does not rest satisfied with worshipping this formidable reparative of Hindu Gods and Godness, but extends his respect reverence to many other deities which cannot be called Hindu by tradition, among them being Satilla Maharishi. Who protects people from small pox epidemic and who sends troubles in the form of small pox when displeased, Bhuvian Devi. (3) Rural Gods and Godness, besides the above mentioned Gods and Godness, every village has its own rural Gods and Godness which are essentially local. Often the place of worship of such a deity is outside the village, and it worshipped from time to time.
- 2. Worships of Plants, Trees and Animals :-** In the villages of India, many trees, plants and animals are considered divine. The banyan, neem and pipal are treated as divine and

worshipped. The worship of Tulsi, in particular, is considered everywhere in India. Cow, ox, and snake are the worshipped other things in Indian context.

- 3. Beliefs in Ghosts and Witches:-** Besides the numerous Gods and Godness worshipped Indian villages, the rural populace credit the existence of ghosts, instituting different kind of activities designed to appease them, please them or get rid of them. Wherever a man or women in the village comes to an untimely demise, or dies in an accident, or is murdered or commits suicide, it is believed that his or her soul is classified and roams the village in some other form. The soul of men become ghosts while the souls of the women witches, both of which are believed to inhabit trees, graveyards, the bank of rivers or ponds and sometimes even in the houses. As a protective measure the witch doctor dispenses some charms also, which are tied round the arm on the neck of the person in the beliefs that it will cope with, and negate, the effects of the wicked souls?
- 4. Belief in Good Souls: -** Souls do not suffer from any discrimination on account of sex, being either feminine or masculine. They are benevolent and assist people in different ways. If after the passing away of a saint or a great personage the people believe this soul to be dwelling within the village, they take it for granted that it is protecting the entire village.
- 5. Faith in Dreams: -** A belief in invisible souls, rural religion also included faith in dreams. The faith in the importance of dreams is almost universal but their explanation in different places does not correspond.
- 6. Ideas of Auspicious and Inauspicious: -** Many kinds of superstitions concerning good and evil are to be found in rural people. For a particular activity some particular days and months are considered auspicious and as having a good portent. In the case of important works and rituals the local pundits make conclusions and advise the interested parties in respect of auspicious day and hour. (Narain, 1992)
- 7. Religious Consideration in Dietary Habits: -** Besides travel another aspect of human life to be influenced by the auspiciousness of the various days in a week in the food taking. The morning meal, to be taken after bath, consists of different ingredients on different days, so is ordained.
- 8. Considerations of Good and Bad omens: -** Along with the thought of the auspicious, rural religion devotes attention to considerations of good and bad omens. Especially, it is considered very detrimental if some bad omen bodies ill were some new activity is being initiated.
- 9. Superstitions in Natural Phenomenon: -** The villages attach all kinds of superstitions to natural phenomenon. For example, the Solar and Lunar eclipse are believed to be the causes of the catastrophes of Rahu and Ketu.
- 10. Assumptions Concerning the Supernatural: -** In rural religion where there is a superstition, ignorance, unnecessary ritualism etc, on the one hand there are also a considerable number of assumptions pertaining to the supernatural on the other. For example: - Heaven, Hell, Rebirth, Salvation, Virtue, Sin etc.

11. Moral beliefs: - In this way, many moral beliefs are also conjoined to rural religion. A good person is a soul superior to all the Sunday, and yet all people do not agree as to the elements which are characteristic of these superior. Nevertheless, a benevolent person of high character who worships God with favor is commonly recognized as a religion person or superior soul.

The important of the villages temple that the (1) Description of rural temple. (2) Public and Private temple. (3) Importance of Priest. (4) The rural areas are the source of religion origin in the religious case (Narain, 1992).

Urban Society

From the 17th century onwards city has become a subject of scientific research of various social scientists. Like many other sociological categories, the city is an abstraction composed of concrete entities like residences and shops and assortment of many function. Ritual and religions, in the villages greater importance is attached to religion and ritual than in towns. Whereas the religion of the rural people is based upon faith, the religion in the city is relatively more based upon reason. In the village the basis of culture is caste and purity. In the towns it has a secular basis. In the case of traditions have a very important place in rural culture, while urban culture does not attach much importance to them?

In the difference between the Economic statuses, there is a great difference between the economic lives of the villages and the towns. In this respect major differences are modes of living and standards of living. In the villages the major occupation is agriculture. While in the towns the major of occupations are of an industrial nature. Besides making more money the urban people are more prodigal than the villages. In the words of Ross “country life, then suggests’ save! City life suggests ‘spend! At the same time the villages do not get much opportunity to spend whereas the man in the city in at his wits ‘ends as to the means making enough money to enable him to buy the commodities displayed for consumption. Especially in the youth or adolescence.

Because of the reasons more urban adolescence goes to criminal mentalities. They spend more time with the spending money on the busy city life. They have no idea about the moral values and religious information. So there is a difference between the lifestyle among rural and urban adolescence (Narain, 1992).

Formation of Religious Attitude

Religion and attitude should be related. There are six related areas included in religious behavior. They are God, Prayers and Worship, Formal Religion, Priests, Future Life and Spirits World. All these may be functioning through the individual’s attitude, whether one is highly religious, moderately religious or antireligious, he expresses it through his attitude and action. There are about seventy different definitions of attitude available in Psychology literature.

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Therefore, we can quote one standard definition given by Allport in 1935. He states that an attitude is a mental and neural state of prepared act established through the experience stretching out a direct and forceful influence upon the individual's response to all objects and situations with which he is related.

A religious attitude is a positive or negative response tendency towards various aspects of religion, like Nature of God, Prayer and Worship, Formal Religion, Priests, Future Life, Spirits and Spirit World. An important function implied on an attitude is response or reaction to the value. It may favorable or unfavorable response involving some kinds of action inherently are overtly towards God etc (Rajamanickam, 1958).

Religious attitudes originated in the nineteenth century, when scholarly and historical analysis of the Bible had flourished, and Hindu and Buddhist texts were first being translated into European languages. Early influential scholars included Friedrich Max Muller, in England, and Cornelieus P. Tiele, in the Netherlands. Today religious studies is practiced by scholars worldwide, In its early years, it was known as comparative religion or the sciences of religion and, in the USA, there are those who today also known the field as the history of religion (associated with methodological traditions traced the University of Chicago in general and in particular Mircea Ellade, from the late 1950s through to the late 1958s). The field is known as Religions vision craft in Germany and Sciences does religions in the French-speaking world. (Muller, 1889).

METHODOLOGY

This chapter gives a detailed description of how the investigation has been carried out. It includes the sample, tool used, procedure, and statistical analysis.

Participants

The participants for the present study consist of 60 adolescence students in two areas, 30 adolescence students are drawn from rural areas and remaining 30 adolescence students are drawn in urban areas. The age of the participants ranges from 16 to 22 years with a mean of 19 years. The participants were collected from Government College Kodenchery for adolescence of rural area and Farook College Kozhikkode for adolescence in urban area. The purposive and convenient participant methods were used respectively for the selection of the participants.

The distributions of participants are given in the table.

Table 3.1: Participants distribution

Group	Frequency	Percentage
Adolescent from rural area	30	50%
Adolescents from urban area	30	50%

Tools used for data collection

The variable under the investigation was measured by using one standardized tool.

1. Religious Attitude Scale (Rajamanickam, 1989).

The tool used for the study was Prof. Rajamanickam's (1989) Religious Attitude Scale.

A religious attitude is a positive or negative response tendency towards various aspects of religion, like nature of God, Prayer and Worship, Formal religion, Priests, Future Life, Spirits and spirit world. An important function implied on an attitude is response or reaction to the value. It may be favorable or unfavorable response involving some kind of action inherently is overtly towards God etc.

Prof. Rajamanickam's (1989) Religious Attitude Scale consists of 60 statements relating to various areas of religious like (1) Nature of God, (2) Prayer and Worship, (3) Formal Religion, (4) Priests, (5) Future Life (6) Spirits and Spirits World. There are 10 statements for each area. Out of 60 statements there are 30 positive statements and 30 negative statements. In each area there are 5 positive and 5 negative statements. Under each statement there are 5 categories, like strongly agree, agree, unable to decide, disagree and strongly disagree. The participant will have to underline any one of the responses with which he agree most. This scale may be of some use for those who want to the study of religious behavior of people of all categories.

The test was designed and prepared in 1958 and was revised with some changes in 1962. This was finally rewritten and Revised with additional items in 1988.

Administration

The participant is to be seated very comfortably to have free thinking on the subject matter and to express his views freely. After getting the personal information in the answer sheet he should be given the following instructions: "This booklet consist of 60 statements, each expressing one idea on some religious value. You are quite familiar with these. You may strongly agree with certain ideas and strongly disagree with certain ideas. With some ideas you may moderately agree or disagree. Your agreement or disagreement may vary in degrees. Whatever it is you can express it here. There are 5 responses given under in each statement. They are strongly agree, agree, unable to decide, strongly disagree and strongly disagree. You will have to underline any of the responses in the answer sheet provided to you. Please do not make any mark on the test booklet. Answer all the statements without any omission. When I say, 'ready, go', you can start answering questionnaire. There is no time limit. You can take your own time. Now, 'ready, go'."

As soon as the participant completed the questionnaire the experimenter can collect it from him and allow him to go away. The experimenter can also note down the time the participant has taken to complete the questionnaire.

Scoring

The experimenter can score the questionnaire by giving numerical value to the responses in the column provided in the answer sheet with the help of the key. The experimenter is advised to study first the key sheet and understand how the key sheet is prepared. The key sheet provides certain information about the statements. It is, whether the statement is positive or negative and also to which value the statement belongs to. The experimenter should check whether the participants have answered the statement by underlining anyone of the responses. Then as given in the key sheet 1 mark may be entered on the answer sheet in the score column if strongly agree response is underline for the positive statement, if agree is underlined, 2 may be entered, 3 for unable to decide, 4 for disagree and 5 for strongly disagree. If the statement is negative, the strongly agree response will receive 5, agree 4, unable to decide 3, disagree 2 and strongly disagree 1.

In this method of scoring, the strongly agree response of the positive statements and strongly disagree of the negative statements receive the same score 1. Similarly the strongly disagree of the positive statements and strongly agree of the negative statements, receive the same score 5. This means that the lowest score indicates the pro-religious attitude and the highest score anti-religious attitude. For the whole scale the lowest possible score is 60 which is extreme pro-religious attitude and the highest possible score is 300 which is the extreme anti-religious attitudes.

Statistical analysis

The statistical techniques selected were based on the objectives set forth and the hypothesis formulated. The mean and independent sample t-test is used to verify the hypotheses.

RESULT AND DISCUSSION

The major objectives of the present study are;

- To study the Religiosity among adolescents.
- To compare the Religiosity of adolescents from rural and urban areas.

In order to test the hypothesis formulated in the study, certain statistical analysis were done. This chapter gives the details and their interpretations with reference to the objectives of the study.

Hypothesis

- There is a significant difference in religiosity between adolescence of rural area and adolescence of urban area.

To verify the hypothesis, the Mean and Standard Deviation were calculated and found the significance difference by using Independent Sample t-test. The results are given in the table 4.1

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Table 4.1, The Mean, SD, t- value, and Significance of Religious Attitude

Group	Mean	Std. Deviation	t-Value	Significance(P)
Rural Adolescence	158.5333	47.35758	3.021	0.01
Urban Adolescence	131.2667	14.16634		

When analyzing Table 4.1, it is inferred that the mean score of rural adolescent ie, 158.53 is greater than that of urban adolescence, i.e., 131.27 and the t- value is 3.021, which is significant at 0.01. Hence the Hypothesis is accepted.

When analyzing the mean scores it is clear that, the religious attitude among adolescents of rural area is higher than the adolescents of urban area. This could be because of the availability of the religious information from the different areas in their rural life. Rural areas provide physical and natural facilities to practicing and gathering information about the Religion. And the various religious messengers can easily coming the rural areas because of the accepting mentality of the rural people. So the rural people can analyze and select good attitude towards any particular religion.

According the earlier studies made by Rajamanickam in 1962 the student attitudes toward religion, the spiritual and supernatural were assessed. The sample was 300 university students studying in various areas like Arts, Science and Professional courses found that science students were more religious than the Arts students.

Kuthler and Arnold (1944) have tried to find out the kind of religious beliefs of school students. There were about 547 students and they were given statement consist of various beliefs. The students were between 12 to 18 years of age and were asked to respond to each statement in terms of their belief such as 'belief', 'not belief' or 'wonder about'. It was found that matters like Heaven and Hell, the actuality of God, the truth of every word in Bible were of serious concern to the older adolescence. The degree of uncertainty in religious beliefs of the students increased with advance of age. They found that this was due to their study of natural sciences social studies or discussions with adult associates.

SUMMARY AND CONCLUSION

This chapter summarizes the entire work including major findings and conclusions.

Participants

The participants for the present study consist of 60 adolescence students in two areas. 30 adolescence students in rural areas and 30 adolescence students in Urban areas. The age of the participants ranges from 16 to 22 years with a mean of 19 years. These two areas were different with respect to certain demographic characteristics age, sex, educational qualification, religion, socio-economic status, and geographical area.

Tools used for data collection

The variables under the investigation were measured by using one standardized tool. The tool used for the study was Rajamanickam's Religious Attitude Scale.

Statistical analysis

The statistical techniques selected were based on the objectives set forth and the hypothesis formulated. The mean and independent sample t-test is used to verify the hypotheses.

Major findings

- There is significant difference in religiosity among the adolescents from rural and urban area.
- Religiosity is higher in adolescents from rural area than adolescents from urban area.

CONCLUSION

It is revealed from this study that there is a significant difference in religiosity among adolescence from rural and urban areas. And rural adolescence has higher Religiosity than adolescence in urban area. This could be because of the availability and applicability of the religious information from the different areas in the rural life. Rural areas provide physical and natural facilities to practicing and gathering information about the Religion. And the various religious messengers can easily coming the rural areas because of the accepting mentality of the rural people. So the rural people can analyze and select good attitude towards any particular religion.

Application of the study

The modern society now faces more complications resulted from religious problems. But the religions practice has a major role in the social stability. Considerable research has emerged that demonstrates the benefits of religious practice within society. So the good religious attitude must in the people. Religious practices promote the well-being of individuals, families and the community. Studies indicate the benefits of religion to the poor. Regular attendance at religious services is linked to healthy, stable family life, strong marriages and well-behaved children. The practice of religion also leads to a reduction in the incidence of domestic abuse, crime, substance abuse and addiction. In addition, religious practice leads to an increase in physical and mental health, longevity and education attainment. Moreover, these effects are intergenerational, as grandparents and parents pass on the benefits to the next generations. The practice of religion antidote to many of our nation's pressing social problems, many of which have reached historically high proportions. Yet, despite the social benefits of religion, the expression of faith in the public square has faced many challenges. Therefore, legislators should seek constitutionally appropriate ways to explore the impact of religious practice on society and, where appropriate, recognize its role and importance.

Religious beliefs and practice are associated with less permissive attitudes toward extramarital sex and correspondingly lower rates of non-marital sexual activity among adolescents and adults.

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Numerous studies demonstrate a significant association between religious practice and healthy behavioral habits relating to cigarettes, alcohol and drugs. Individuals with higher level of religious involvement have lower rates of abuse and addiction and are more likely to find long-lasting success if they ever struggled with any those behaviors. Also religious practice is linked to greater generosity in charitable giving.

Limitation and Scope for further research

A few limitation could not be avoided due to time constrain.

- The sample size was small; therefore the result of the study could be generalized to a limited population.
- Gender and Religious differences can also be identified.
- A study could be extended on a large sample which is a representative of all districts of Kerala and outside.

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Religiosity, Social distance and Well-being among Hindu and Muslim Young adults

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ABSTRACT

In the global work environment, it is important to have cordial relationship between the diverse workforce for proper functioning of the organization as well as the well-being of the employees in the organization. Religious orthodoxy and wider social distance between the diverse groups can be a threat for the organizations. The present study aimed at assessing role of religiosity and social distance in predicting well-being in two different communities (Hindus and Muslims) in India. The sample comprises 100 young adults (50 each from both the groups) from different organizations of Delhi city. Result revealed significant difference on the dimensions of religiosity and well-being between the two groups, but not for the dimension of social distance. Religiosity has been found to be positively correlated with well-being, while social distance was found to be negatively correlated with well-being. Social distance has emerged as strong predictor of well-being. Further, the implications of the results for the two groups in context of work environment are discussed.

Keywords: *Religiosity, Social distance, Well-being, Hindu, Muslim, Young adults.*

Indian society is characterized by diverse religious beliefs and practices, which gives a vibrant color to its culture, but the relationship between the different religious communities (especially Hindus and Muslims) has been characterized by continuous tension and inter-communal violence. Both in society and organizations, people of same religion, culture and language prefer to make their own group and segregate from other groups. This social distance creates the feeling of prejudice, hate and non-cooperation between the groups. This condition is not only a threat for the nation but also for the organizations which have diverse work-force. On one hand diversity brings variety of benefits to the organization like greater adaptability, broader service range, variety of ideas and creativity etc. but on other hand poses lots of challenges like conflict between the groups and resistance to change. It not only hampers the proper functioning of organization but also the well-being of the employees. Social distance, poor communication, hate

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and prejudice between the groups adversely affect the performance and well-being of the employees.

Well-being is the ultimate goal of life. It is a complex construct that concerns optimal experience and functioning. Well being is defined as life satisfaction, the presence of positive effect, and a relative absence of negative effect. Together the three components are often referred to as happiness (Ryan & Deci, 2001). Present research on well-being has been derived from two general perspectives of Subjective well-being: the hedonic approach, which focuses on happiness and defines well-being in terms of pleasure attainment and pain avoidance; and the eudemonic approach, which focuses on meaning and self-realization and defines well-being in terms of the degree to which a person is fully functioning (Ryan & Deci, 2001).

There are many pathways to achieve good mental health and wellbeing in life, but significance of religiosity and social relationships in achieving happiness and well-being in human life is well articulated in the literature.

Religiosity refers to a broad set of beliefs and behaviors centered on the sacred (Hood, Hill, & Spilka, 2009). It is a comprehensive sociological term used to refer to the numerous aspects of religious activity, dedication and belief (Wani & Khan, 2015).

It has been found that religious people, on average, experience greater well-being than non-religious people (Diener & Seligman, 2004; Donovan & Halpern, 2002; Helliwell & Putnam, 2005; Williams & Sternthal, 2007). There are many studies from Christian samples which has similar findings. For example, the frequency of attending churches has been found to be positively related to life satisfaction (e.g., Diener & Seligman, 2004; Donovan & Halpern, 2002; Ellison & Levin, 1998; Helliwell & Putnam, 2005). Again, religiously active people have been reported with good physical health and long life (Levin & Schiller, 1987; McIntosh & Spilka, 1990; Williams & Sternthal, 2007).

In western countries like North America and Europe, religious people report higher levels of happiness and satisfaction with life (e.g., Poloma & Pendleton, 1990). Moreover, people who have religious beliefs report higher life satisfaction than those who declare themselves atheists (e.g., Donovan & Halpern, 2002; Helliwell & Putnam, 2005) and have lower suicide rates (Helliwell & Putnam, 2005).

In India, Khan, Ahmad, Hamdan, Mustaffa and Tahir (2014) in their study on 400 Indian students, found that religiosity is significantly influencing psychological strengths and subjective well-being of the participants.

Similarly, Sreekumar (2008) explored the nature and pattern of relationship of certain religious aspects like religious beliefs, religious practices, and spirituality with subjective well-being on 350 participants in Kerala. The results obtained in this study indicated that religious beliefs,

practices and spirituality are positively associated with subjective well-being. Religious believes provide a sense of well-being through guidance, a sense of right and wrong and a connection to God (Sreekumar, 2008).

Wani and Khan (2015) conducted their study on 100 Indian participants divided into two groups- Optimists and Pessimists, to find out the influence of religiosity on subjective well-being. The obtained results revealed that religiosity is a significant predictor of subjective well-being in both the groups however the degree of correlation between religiosity and subjective well being is higher for optimist group.

The studies mentioned above have highlighted the positive effect of religiosity on mankind, however, literature have also revealed the negative effect of religiosity on society as a whole where different religious groups are interacting with each other. Many studies on religion indicates a significant relationship between certain kinds of religious commitment and prejudice towards members of minority groups or persons of divergent ideological beliefs (Stouffer, 1955; Glock and stark, 1966; Rokeach, 1960; Allport, 1954, 1966), which determines the degree of social distance between these majority and minority groups in the society. Allport explained this relationship due to some intervening variables like type of personality and type of believes. He argued that beliefs are of two kinds: extrinsic and intrinsic. Extrinsic believers use religion as an instrument to fulfil their self-interest. They do not serve the religion, rather religion serves for them. This kind of religious belief is found to be positively related with sense of prejudice for out-group members. While on other hand intrinsic believers do not use their religion for self-interest. Their orientation is universalistic, stressing love, compassion and brotherhood. Hence they are found to be more tolerant towards the out-group (Allport 1966; Allport and Ross, 1967) However, it has been found that militant and authoritarian personality type is positively related with prejudice and social distance with out-group members (Johnson, 1977).

Social distance is defined as “grades and degrees of understanding and intimacy which characterize personal and social relations generally” (Park, 1924). It refers the “degree of sympathetic understanding that exists between two persons or between a person (personal distance) and a group (personal-group distance)” (Bogardus, 1933). It has been found that, individuals typically are more comfortable with others of perceived similarity and so maintain a closer social distance with them. On other hand, if they find their in-group more favourably, they are likely to express a self-serving bias against out-group members (Mayhew et al. 1995; Parrillo, 2011).

Verma and Upadhayay (1984) conducted a study in India on undergraduate students to measure their attitude towards 7 ethnic groups. Results revealed a significant positive correlation between high religiosity and weak feeling of social distance. The sample as a whole appeared to desire a distant relationship with Sindhis, Christians, and Muslims and a closer relationship with

Brahmins and Hindus. Subjects with high religiosity were significantly less likely to express a desire for social distance with any ethnic group.

Tausch, Hewstone and Roy (2009) conducted their study on 87 students (50 Hindus and 37 Muslims) in Bhubaneswar, Orissa in context of Hindu-Muslim relationship in India and found no differences between Hindus and Muslims on the measure of social distance. Contact quantity was found to be positively associated with reduced intergroup anxiety and symbolic threat. Frequent interactions between the groups reduce anxiety about future interactions and reduce perceptions that out-group members have different values, morals and norms.

Rationale

Today organizations are becoming more and more cross cultural. People from different countries, ethnicity, language and culture need to work together to achieve the organizational goals. On one hand this diversity brings variety of benefits to the organization but on other hand poses lots of challenges. An organization's success depends upon its ability to embrace diversity and its benefits through effective management of its diverse work force.

Sometimes employees maintain certain degree of social distance from others, based on their religious and ideological beliefs. People from same religion, culture, language and beliefs prefer to make their own group and segregate from other groups. This social distance creates the feeling of prejudice, hate and non-cooperation between the groups, which has an adverse affect on the proper functioning of the organization as well as the well-being of its employees. This condition is not only a threat for the organizations but also for the nation as whole. Hence there is a need to investigate the probable predictors which can positively contribute to the well-being of individuals especially the young adults who are future leaders of the organizations.

Majority of studies have focused on causes, conditions and predictors of conflicts and violence between Hindus and Muslims in India, but little research has been done to study the impact of this conflict and social distance on the well-being of individuals especially the young adults. Hence there is a need to investigate the probable predictors which can positively contribute to the well-being of these two communities and can foster a harmonious relationship between them.

Aim

The present study aimed to see the predictability of religiosity and social distance on well-being of Hindu and Muslim young adults.

OBJECTIVES

1. To see the difference on the measure of religiosity, social distance and well-being among Hindu and Muslim young adults.
2. To see the relationship among Religiosity, Social distance and Well-being in Hindu and Muslim young adults.

3. To see the predictive role of Religiosity on well-being of Hindu and Muslim young adults.
4. To see the predictive role of Social distance on well-being of Hindu and Muslim young adults.

METHODOLOGY

Sample

A total sample of 100 participants, 50 Hindus and 50 Muslims young adults (age ranging from 18 to 30 years) were selected from various organizations of Delhi city.

Measures

1. **Socio-demographic Data Sheet:** A self made semi-structured data sheet was used to collect the information regarding the demographic variables like age, gender, religion, educational qualification, native place and family income of the participants.
2. **Salience in Religious Commitment Scale (Roof & Perkins, 1975)** was used to measure the extent to which the participants consider their religious beliefs to be important, both in general and when making decisions. The scale was developed as part of a study to measure the relationship of religious salience with orthodoxy, political conservatism, prejudice and racism. This is a short scale with only three items, scores ranging from 3 to 11. The scale has high face validity with co-efficient of correlation $r = 0.81$ and reliability is 0.682.
3. **Bogardus Social Distance scale (1924):** It is a psychological attitude scale which has years of legacy in measuring prejudice in inter-group relationship, widely used in several disciplines like sociology, political science, psychology, language studies, and education. The scale contained seven possible levels of acceptance that the respondents could feel toward out-group members. These levels permitted respondents to give multiple answers about accepting a person from a particular group as 1) a family member by marriage, 2) as a close friend, 3) as my neighbor, 4) as my co-worker, 5) as a speaking acquaintance only, 6) as visitors only to my country, and 7) bar from my country. The score ranges from 1 to 7—with 1 representing the closest distance and 7 representing the farthest distance from the out-group.
4. **Warwick-Edinburgh Mental Well-being Scale (WEMWBS):** WEMWBS is a 14 item scale of mental well-being covering subjective well-being and psychological functioning, in which all items are worded positively and address aspects of positive mental health. It is a 5-point Likert scale. The minimum scale score is 14 and the maximum is 70. The reliability of the scale is 0.84.

Procedure

A sample of 100 participants, age ranging from 18 to 30 years, was chosen randomly from various organizations of Delhi city. A formal consent was taken before administering the tests on the participants. The obtained data were analyzed with the help of SPSS-21. Descriptive as well

as inferential statistics was used to analyze the results. t-test was done to see the difference where as product moment correlation was done to see the relationship between the variables. Linear regression was done to see the predictability of religiosity and social distance on well-being of the groups.

RESULTS AND DISCUSSION

Table 1: Mean and SD of age of the participants (N=100)

Characteristics	Groups				Total (N=100)	
	Hindus(n=50)		Muslims(n=50)			
	Mean	SD	Mean	SD	Mean	SD
Age	26.66	2.92	25.72	2.99	26.19	2.98

100 participants were included in the study. Mean age of Hindu participants was found 26.66 and of Muslim participants was 25.72 years. The mean age for total population was found to be 26.19 years.

Table 2: Frequency and Percentage of demographic characteristics of participants (N=100)

Demographics	Groups				Total (N=100)	
	Hindus (n=50)		Muslims (n=50)			
	f	%	f	%	f	%
Gender						
Male	24	48%	38	76%	62	62%
Female	26	52%	12	24%	38	38%
Education Qualification						
Senior secondary	0	0%	1	2%	1	1%
Graduate	22	44%	19	38%	41	41%
Post-graduate	28	56%	30	60%	58	58%
Native place						
Urban	41	82%	25	50%	66	66%
Rural	9	18%	25	50%	34	34%
Family Income						
Below 10,000	1	2%	5	10%	6	6%
10,000 to 20,000	4	8%	9	18%	13	13%
20,000 to 30,000	4	8%	9	18%	13	13%
Above 30,000	41	82%	27	54%	68	68%

In the sample, majority of participants were male (62%), However, in Hindu group female (52%) were more in number than males (24%). Most of the participants were post –graduate (58%). The range of family income of the participants varied from above 30,000 (68%) to below 10,000 (6%). Majority of participants were from urban background (66%), however in Muslim group 50% were from urban and 50% from rural background.

Table 3: Mean, SD and t-value of Hindus and Muslims on Religiosity, Social distance and Well-being (N=100)

	Groups					
	Hindus (n=50)		Muslims (n=50)			
Dimensions	Mean	SD	Mean	SD	t-value	p-value
Religiosity	5.54	1.56	7.66	2.00	5.88	0.00
Social distance	2.38	1.35	2.22	0.91	0.69	0.49
Well-being	50.76	7.708	53.74	7.782	1.92	0.05

df=98

Results revealed that, there is a significant difference, on the dimensions of Religiosity (t=5.88, p=0.00) and Well being (t=1.92, p=0.05) between Hindu and Muslim participants. Muslims were scored higher on religiosity and well-being than Hindu participants. Further, it has been found that there is no significant difference on the dimension of Social distance (t= 0.69, p=0.49) between the two groups. Earlier study on Indian population has reported the same results (Tausch, Hewstone & Roy, 2008).

Table 4: Correlations between Religiosity, Social distance and Well being (N=100).

Dimensions	Religiosity	Social distance	Well-being
Religiosity	1		
Social distance	-0.194	1	
Well-being	.0.381**	-0.542**	1

**Correlation is significant at the 0.01 level (p<0.01)

Correlation analysis showed that there is a significant positive correlation between religiosity and well-being. That means religious commitment positively contributes to the well-being of the participants. Further, it has been found that, there is significant negative correlation between social distance and the well-being of the population. It signifies that, being socially distant from

the other community negatively affect the overall well-being of both the communities. Result also revealed that religiosity and social distance are negatively related but the relationship is not statistically significant. It reveals that, religion is not a significant factor for younger generation while deciding their social relationship with their peer groups.

Table 5: Summary of ANOVA of Multiple regression for dependent variable of well-being (N=100)

Model		Sum of Squares	df	Mean Square	F	p-value
1	Regression	1791.910	1	1791.910	40.755	.000 ^a
	Residual	4308.840	98	43.968		
	Total	6100.750	99			
2	Regression	2274.438	2	1137.219	28.829	.000 ^b
	Residual	3826.312	97	39.447		
	Total	6100.750	99			

a. Predictors: Social distance, b. Predictors: Social distance, Religiosity

A multiple regression was run to predict well-being from religiosity and social distance. It has been found that religiosity and social distance both predict well-being significantly. However, social distance has been found to be stronger predictor of well-being than religiosity for the studied population. Social distance accounts for 29.4% of variance in the extent of well-being. However, social distance and religiosity both together account for 37.3% of variance in well-being, that means relative accountability of religiosity is only 7.9%. Hence it signifies that social distance is stronger predictor of well-being than religiosity for the studied population

Table 6: Summary of Multiple regression for dependent variable of well-being (N=100)

Measures	Beta Value	t-value	p-value
Social distance	-3.319	-5.934	.000
Religiosity	1.080	3.497	.001

Dependent variable: WB, Predictors: Social distance, Religiosity, df=99

R²: 0.294^a, 0.373^b R² change: 0.079

Table 6 shows that, both independent variables are predicting the well-being in the total sample. However, social distance has been found as significant negative predictor, which means, higher social distance between the communities reduces the well-being of its members. Similarly, Religiosity has been found to be a significant positive predictor, which positively contributes to the well-being of the community members.

CONCLUSION AND IMPLICATIONS

The present study was undertaken to assess the role of religiosity and social distance on the well-being of two religious communities- Hindus and Muslims in India. There are limited studies in India which addressed these issues in context of Hindu and Muslim young adults. Through analyzing the findings of the study we can conclude that, today's younger generation may differ in context of religiosity but their religious believes do not influence their social relationships in workplace. They believe in inter-group contact and cross-cultural friendship. Furthermore, social distance has emerged as a strong predictor of well-being for both of the communities which mean close inter-group relationship between the communities positively contribute to overall well-being of both the communities. In the line of earlier studies religiosity has been found to be positively related with well-being and also predict the same (Diener & Seligman, 2004; Donovan & Halpern, 2002; Helliwell & Putnam, 2005; Williams & Sternthal, 2007)

The present study reveals the importance of social contact in inter-group relationship. Hence it will have a great implication in building cordial relationship between the diverse work groups (especially Hindu and Muslim communities) in the organization. Interventions aimed at reducing social distance between the employees in work setting may be designed to improve the inter-group relationships between them and help them aliening towards the organizational goals. It will not only enhance their performance as team players, but also the overall productivity of the organization.

LIMITATIONS

The study focuses on the inter-group relationship between the Hindu and Muslim communities only; however, other ethnic groups with larger sample size can also be taken for further study to get richer findings about the relationships between the different communities in India.

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Teachers' Emotional Intelligence: A Function of Job Satisfaction and Family Relationships

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ABSTRACT

The present research is an exploratory research study done with the intention of examining the effect of emotional intelligence of senior college teachers on their job satisfaction and family relationships. Emotional Intelligence is an important factor for teacher's success. Thus, the present study is based on the assumption that Emotional Intelligence of the senior college teachers may help them to gain maximum job satisfaction and ultimately it will lead to develop and maintain their good family relationships. On the other hand, education plays extremely significant role in the lives of individuals by empowering them with various abilities, skills, competencies, and paving way for enhancing their quality of life. So the education is the illumination. With this viewpoint, the teacher's role in society is extremely important as well as possesses moral responsibility of creating next generation with maximum human values.

Participants in the study were 151 teachers from senior colleges in Pune city of Maharashtra State. Job satisfaction, emotional intelligence as well as all relation dimension parameters was observed to be higher in females than males. . However, statistical significance (using independent t-test) was seen in all family relation dimensions. In general, job satisfaction, emotional intelligence as well as all relation dimension parameters was observed to be higher in participants with higher income than those with lower income. However, statistical significance was seen in all family relation dimensions and emotional intelligence.

Participants average score for job satisfaction is 220.5 (sd 17.5) and for emotional intelligence is 106.15 (sd 16.3). There average score for various relationship dimension like, for Cohesion is 53.9 (SD 6.1); for Expressiveness is 35.9 (SD 5.6); for Conflict is 45.9 (SD 6.5) and for Acceptance and Caring is 49.4 (SD 5.4).

Keywords: *Emotional Intelligence, Job Satisfaction, Family Relations, College Teachers.*

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Education plays extremely significant role in the lives of individuals for enhancing the quality of life. At the same time Emotional Intelligence (EI) also plays vital role in an individual's personal and professional life. It is defined as “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (Salovey & Mayer, 1990, p. 189). So, our main focus in this study is also to find the impact of those skills which are known as emotional intelligence on teachers’ job satisfaction and their family relationships.

Education is commonly and formally divided into stages such as preschool, primary school, secondary school and then college, university or apprenticeship. Education also provides a stepping stone to the real world, offering many different courses on proper financial techniques, life planning and personal development. Education plays an important role in shaping an individual’s career. The level of education helps people to earn recognition and respect in the society. Undoubtedly education is both socially & personally an indispensable part of human life. Education helps build social skills, problem solving skills, decision making skills and creative thinking skills. Hence, the college teachers with as per their Emotional Intelligence level may gain job satisfaction and will be able to maintain level of family-relationships.

Hence, education is not only restricted to study hard and score good results, but it also means to conquer new things towards the betterment of mankind. An educated individual can create a big difference between wrong and right or evil and good. Education is a big social responsibility of every nation. And in this process, teachers play very important role.

Role of Teacher in Education

In the fast changing world of the early 21st century public education is also changing. As part of the changes the role of schools and education will also be different both in the educational system and in the society. Together with them the role of teachers will also change. Our most influential and life-changing role models are teachers. A role model is a person who inspires and encourages us to strive for greatness, live to our fullest potential and see the best in ourselves. A role model is someone we admire and someone we aspire to be like. We learn through them, through their commitment to excellence and through their ability to make us realize our own personal growth. We look to them for advice and guidance. Sarvepalli Radhakrishnan says, “The teacher’s place in society is of vital importance. He acts as the pivot of the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning. He not only guides the individual but also, so to say, the destiny of the nation.”

Teachers are founts of experience. They have already been where their students are going, undergone what they will go through and are in a position to pass along lessons, not only regarding subject matter, but lessons on life too. A teacher's role involves more than simply standing in front of a classroom and lecturing. In fact, even though a teacher spends the majority

of the day in the classroom, the actual teaching component is only part of the job. An effective teacher understands that teaching involves wearing multiple hats to ensure that the day runs smoothly and all students receive a quality education. For this, he/she has to be able to form a balance between family and work, the success of which depends on his/her level of Emotional Intelligence.

Emotional Intelligence

Goleman describes emotional intelligence as "managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly toward their common goals." According to Goleman, the four major skills that make up emotional intelligence are:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Management.

Emotional Intelligence is defined as "an ability to recognize the meaning of emotions and their relationships and to reason and problem-solve on the basis of them. EI is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them" (Mayer, Caruso & Salovey, 2000, p.267). According to this definition of emotional intelligence, information about relationships in one part of emotions and it is a standard intelligence that enriches discussions of human capacities (Mayer, Salovey, Caruso & Sitarenios, 2001). There is empirical evidence which suggest that only the intelligence cannot explain our achievements at work or life; it is the emotion as well which plays a key role in organizational success (George, 2000; Goleman et al., 2002; Wong & Law, 2002; Law et al., 2004; Sy & Cote, 2004; Suliman & Al-shaikh, 2006).

Job Satisfaction

Job satisfaction is one of these important factors. Disgruntled teachers who are not satisfied with their job will not be committed and productive. "Job satisfaction is defined as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector, 1997, p. 2). This definition suggests job satisfaction is a general or global affective reaction that individuals hold about their job. While researchers and practitioners most often measure global job satisfaction, there is also interest in measuring different "facets" or "dimensions" of satisfaction. Traditional job satisfaction facets include: co-workers, pay, job conditions, supervision, nature of the work and benefits." (Williams). Teacher job satisfaction is defined as "an affective response to one's job as a whole or to particular facets of it" (Cooley & Yovanoff, 1996, p. 341).

Vroom in his definition on job satisfaction focuses on the role of the employee in the workplace. Thus he defines job satisfaction as "affective orientations on the part of individuals toward work roles which they are presently occupying" (Vroom, 1964). Job satisfaction represents a combination of positive or negative feelings that workers have towards their work. Meanwhile,

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when a worker employed in a business organization, brings with it the needs, desires and experiences which determinates expectations that he has dismissed. Job satisfaction is closely linked to that individual's behaviour in the work place (Davis et al.,1985)

Family Relationship

Systemic thought points out the predictable desire of people to be in an environment that fits with their personal level of emotional and relational development (Bowen, 1978).

Family has been defined in the Oxford Dictionary as -

- i. The body of the persons who live in the house or under one head including parents, children, servants etc.
- ii. The ground consisting of parents and their children, whether living together or not.
- iii. A person's children reared collectively.
- iv. Those descended, or claiming descent from a common ancestry.

Thus, for any human being, his/her family and work represent as most important aspects of his/her life and for many employed adults, balancing the demands of both the areas is the most important daily task. Traditionally, these two domains of human life have been studied independently, but in recent period, a number of researchers have shown their interest in observing and studying the interaction between the family and work of employees. From such research work, it has been observed that the impact of work on the personal lives of people is so far reaching, affecting not only the employees themselves, but their family relations as well (Barling 1990, Menaghan, 1991 and Parcel, 1990). This inspires the present study researcher to see also the effect of one's level of Emotional Intelligence and its effect, if any, on his/her work and family.

OBJECTIVES OF THE STUDY

1. To study the level of emotional intelligence of the college teachers.
2. To find out level of job satisfaction of college teachers.
3. To explore the type of family relationships of the college teachers.
4. To examine the interdependency of the job satisfaction, family relationships with emotional intelligence of college teachers.

METHODS

Research design:

An exploratory method of research was used in this research.

Participants & procedure:

Total 151 participants were involved in research from 13 senior colleges of different faculties in Pune city located in Maharashtra. Sample was incidental. For collecting the data permission from respective college authorities as well as the consent from participants were taken.

Measures:

1. Teachers Job Satisfaction Scale by Muhar, Mudgil and Bhatia.

The present scale was developed with a view to provide a handy instrument for the for the measurement of the degree of job satisfaction enjoyed by the college and university teachers. The final version of the scale has 75 items based on likert scaling technique. They are presented in five point scale.

2. The Schutte EI Test (SEIS; Schutte et al., 1998)

The Schutte EI test is one of the most widely used trait EI scales in the literature. This is partly because the measure was one of the first freely available self-report EI measures that mapped onto an existing EI model. The test includes 33 items that assesses global trait EI and four facets: 1.optimism/mood regulation, 2.appraisal of emotions, 3.social skills and 4.utilisation of emotion. Participants respond using a 5-point Likert scale, ranging from “strongly disagree” to “strongly agree”.

Family Environment Scale by Bhatia and Chadha.

This family environment scale is based on the family environment scale by Moos (1947). This scale consists of three dimensions which are taken from Moose's scale. Although the concept of dimensions were taken from Moos's scale, all the subscales in each dimension were operationally defined with certain modifications of original definitions. These dimensions are:

Relationship Dimension:

1. Cohesion
2. Expressiveness
3. Conflict
4. Acceptance and Caring

RESULT AND DISCUSSION:

Participants in the study were 151 (73 males, 78 females) consisting of 49% below 35 yr and 51% above 35 yr. 49% of them have annual income between 10,000-30,000 Rs. And 51% between 30,000-55,000Rs.

Scores were developed such that higher scores will reflect good quality of job satisfaction, better emotional intelligence as well as better interpersonal realationships. Although, conflict is ideally negative quality, scores were developed in reverse direction so that higher scores will indicate good quality i.e. lower conflict.

Participants average score for job satisfaction is 220.5 (SD 17.5) and for emotional intelligence is 106.15 (SD 16.3). There average score for various relationship dimension e.g.for Cohesion is 53.9 (SD 6.1); for Expressiveness is 35.9 (SD 5.6); for Conflict is 45.9 (SD 6.5) and for Acceptance and Caring is 49.4(SD 5.4).

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Job satisfaction, emotional intelligence as well as all relation dimension parameters were observed to be higher in females than males. However, statistical significance (using independent t-test) was seen in all family relation dimensions. (Table 1).

Table 1

Group Statistics							
	Gender	N	Mean	SD	SE	T- value	p
Job Satisfaction	Female	78	222.47	16.914	1.915	1.443	0.150
	Male	73	218.38	17.916	2.097		
FR- Cohesn -Relationship Dimension	Female	78	56.37	5.432	.615	5.586	0.000
	Male	73	51.27	5.781	.677		
FR- Expres-Relationship Dimension	Female	78	36.91	4.870	.551	2.284	0.028
	Male	73	34.85	6.184	.724		
FR- Conflict- Relationship Dimension	Female	78	47.40	5.669	.642	2.796	0.006
	Male	73	44.49	7.060	.826		
FR- Acc-care- Relationship Dimension	Female	78	50.94	4.349	.492	3.746	0.000
	Male	73	47.79	5.885	.689		
Emotional Intelligence Score	Female	78	107.40	17.343	1.964	0.968	0.335
	Male	73	104.82	15.183	1.777		

Between age (below & above 35 yrs) differences was significant, only in case of Acceptance and Caring dimension being higher among older subjects (Table 2).

Table 2

Group Statistics							
	Agegp	N	Mean	SD	SE	T- value	p
Job Satisfaction	Below 35 yr	74	222.22	16.692	1.940	1.187	0.237
	Above 35 yr	77	218.84	18.138	2.067		
FR- Cohesn -Relationship Dimension	Below 35 yr	74	53.41	5.640	.656	-0.984	0.327
	Above 35 yr	77	54.39	6.590	.751		
FR- Expres-Relationship Dimension	Below 35 yr	74	35.72	5.199	.604	-0.421	0.675
	Above 35 yr	77	36.10	6.028	.687		
FR- Conflict- Relationship Dimension	Below 35 yr	74	45.72	6.678	.776	-0.511	0.67
	Above 35 yr	77	46.26	6.402	.730		
FR- Acc-care- Relationship Dimension	Below 35 yr	74	48.24	5.457	.634	-2.689	0.008
	Above 35 yr	77	50.55	5.064	.577		
Emotional Intelligence Score	Below 35 yr	74	105.81	15.774	1.834	-0.251	0.802
	Above 35 yr	77	106.48	16.947	1.931		

In general, job satisfaction, emotional intelligence as well as all relation dimension parameters was observed to be higher in participants with higher income (30,000 to 55,000 Rs) than those with lower income (10,000- to 30,000). However, statistical significance (using independent t-test) was seen in all family relationship dimensions and emotional intelligence (Table 3).

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Table 3

Group Statistics							
	Incomegp	N	Mean	SD	SE	T- value	p
Job Satisfaction	10,000 to 30,000 Rs	74	218.38	18.438	2.143	-1.466	0.145
	30,000 to 55,000 Rs	77	222.53	16.345	1.863		
FR- Cohesn -Relationship Dimension	10,000 to 30,000 Rs	74	52.96	5.974	.694	-1.874	0.063
	30,000 to 55,000 Rs	77	54.82	6.202	.707		
FR- Expres-Relationship Dimension	10,000 to 30,000 Rs	74	34.86	5.002	.582	-2.277	0.024
	30,000 to 55,000 Rs	77	36.92	6.020	.686		
FR- Conflict- Relationship Dimension	10,000 to 30,000 Rs	74	44.73	6.883	.800	-2.37	0.019
	30,000 to 55,000 Rs	77	47.21	5.950	.678		
FR- Acc-care- Relationship Dimension	10,000 to 30,000 Rs	74	48.26	5.544	.645	-2.656	0.009
	30,000 to 55,000 Rs	77	50.53	4.978	.567		
Emotional Intelligence Score	10,000 to 30,000 Rs	74	103.49	16.733	1.945	-1.986	0.049
	30,000 to 55,000 Rs	77	108.71	15.617	1.780		

When correlation matrix was examined for all these variables, job satisfaction was significantly ($p < 0.01$) correlated with emotional intelligence ($r = 0.632$) as well as with all relationship dimensions except expressiveness while emotional intelligence was significantly correlated with all relationship dimensions. (Table 4).

Table 4

		Correlations				
	Job Satisfaction	FR- Cohesn -Relationship Dimension	FR- Expres-Relationship Dimension	FR- Conflict-Relationship Dimension	FR- Acc-care-Relationship Dimension	Emotional Intelligence Score
Job Satisfaction	1					
FR- Cohesn -Relationship Dimension	.542**	1				
FR- Expres-Relationship Dimension	.150	.380**	1			
FR- Conflict- Relationship Dimension	.470**	.518**	.230**	1		
FR- Acc-care- Relationship Dimension	.352**	.525**	.363**	.619**	1	
Emotional Intelligence Score	.632**	.378**	.329**	.530**	.510**	1

Association between job satisfaction & relationship dimension, emotional intelligence was examined using Chi-square (Table 5). There was significant association between job satisfaction & emotional intelligence indicating higher the EI higher is the job satisfaction. There was also significant association between job satisfaction & relationship dimension, except expressiveness. This is suggestive of the fact that higher the cohesion or higher the acceptance & caring, higher is the job satisfaction. On the contrary, lower the conflict, higher is the job satisfaction.

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Table 5

		FR- Cohesn			Total	FR- Expressiveness			Total	FR- Conflict			Total	FR- Acceptance & caring			Total	Emotional Intelligence Score			Total			
		Below 45 - Low Cohesio n	46-60- Average Cohesio n	Above 61-High Cohesio n		Below 27- Low Expressi veness	28 to 39 - Average Expressi veness	Above 40 -High Expressi veness		Above 52 -Low Conflict	38 to 51- Average Conflict	Below 37- High Conflict		Below 40 -Low	41 to 54 - Average	Above 55 - High		Below 98	99 to 107	Above 108				
Job Satisfaction Category	Above 2.01 Very high satisfaction	0	1	3	4	1	3	0	4	3	1	0	4	0	3	1	4	0	1	3	4			
		.0%	25.0%	75.0%	100.0%	25.0%	75.0%	.0%	100.0%	75.0%	25.0%	.0%	100.0%	.0%	75.0%	25.0%	100.0%	.0%	25.0%	75.0%	100.0%			
	1.26 to 2.0 High Satisfaction	0	8	5	13	0	7	6	13	10	3	0	13	0	8	5	13	0	2	11	13			
		.0%	61.5%	38.5%	100.0%	.0%	53.8%	46.2%	100.0%	76.9%	23.1%	.0%	100.0%	.0%	61.5%	38.5%	100.0%	.0%	15.4%	84.6%	100.0%			
	0.51 to 1.25 Above Avg	1	19	9	29	1	18	10	29	12	16	1	29	0	20	9	29	1	13	15	29			
		3.4%	65.5%	31.0%	100.0%	3.4%	62.1%	34.5%	100.0%	41.4%	55.2%	3.4%	100.0%	.0%	69.0%	31.0%	100.0%	3.4%	44.8%	51.7%	100.0%			
	-0.5 to 0.5 Moderate	2	28	6	36	2	24	10	36	9	20	7	36	1	31	4	36	11	16	9	36			
		5.6%	77.8%	16.7%	100.0%	5.6%	66.7%	27.8%	100.0%	25.0%	55.6%	19.4%	100.0%	2.8%	86.1%	11.1%	100.0%	30.6%	44.4%	25.0%	100.0%			
	-0.51 to -1.25 Below Avg	4	27	2	33	0	26	7	33	5	24	4	33	2	26	5	33	13	12	8	33			
		12.1%	81.8%	6.1%	100.0%	.0%	78.8%	21.2%	100.0%	15.2%	72.7%	12.1%	100.0%	6.1%	78.8%	15.2%	100.0%	39.4%	36.4%	24.2%	100.0%			
-1.25 to -2.0 Dis-satisfaction		8	15	1	24	4	16	4	24	2	13	9	24	4	18	2	24	18	4	2	24			
		33.3%	62.5%	4.2%	100.0%	16.7%	66.7%	16.7%	100.0%	8.3%	54.2%	37.5%	100.0%	16.7%	75.0%	8.3%	100.0%	75.0%	16.7%	8.3%	100.0%			
Below -2.01 High Dis-satisfaction		2	10	0	12	2	8	2	12	1	6	5	12	3	9	0	12	9	3	0	12			
		16.7%	83.3%	.0%	100.0%	16.7%	66.7%	16.7%	100.0%	8.3%	50.0%	41.7%	100.0%	25.0%	75.0%	.0%	100.0%	75.0%	25.0%	.0%	100.0%			
Total		17	108	26	151	10	102	39	151	42	83	26	151	10	115	26	151	52	51	48	151			
		11.3%	71.5%	17.2%	100.0%	6.6%	67.5%	25.8%	100.0%	27.8%	55.0%	17.2%	100.0%	6.6%	76.2%	17.2%	100.0%	34.4%	33.8%	31.8%	100.0%			
		Chi Square = 39.2				p=0.000				Chi Square = 17.67				p=0.12				Chi Square = 44.9				p=0.000		

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Stepwise Regression Analysis considering age, gender, income, EI & all Family relationship parameters as independent parameters.

Table 7

Coefficients ^a						
Dependent Var	Independent Var	Unstandardized Coefficients		R ² (%)	t	Sig.
		B	Std. Error			
Job Satisfaction	(Constant)	122.737	9.779	55.2	12.551	.000
	Emotional Intelligence Score	.574	.066	p=0.000	8.748	.000
	FR- Cohesn - Relationship Dimension	1.191	.178		6.672	.000
	FR- Expres-Relationship Dimension	-.563	.191		-2.953	.004
	Agegp	-4.711	1.936		-2.433	.016

Similarly all four family relationship dimensions, one by one, were considered as dependent variables and age, gender, income (all 3 categorical variables) and emotional intelligence along with remaining relationship dimensions (continuous variables) as independent variables.

Results indicated that higher cohesion is dependent on higher expressiveness, higher acceptance & caring, lower conflict and is higher among females (Table 8).

Table 8

Coefficients ^a						
Dependent var	Independent Var	Coefficients		R ² (%)	t	Sig.
		B	Std. Error			
Cohesion Relationship	(Constant)	27.079	4.505	43.6	6.011	.000
	FR- Acc-care-Relationship Dimension	.227	.096	p=0.000	2.367	.019
	FR- Expres-Relationship Dimension	.212	.073		2.893	.004
	FR- Conflict- Relationship Dimension	.276	.075		3.692	.000
	Gender	-3.148	.800		-3.932	.000

Expressiveness is seen more if cohesion and emotional intelligence is more. (Table 9)

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Table 9

Coefficients ^a						
Dependent var	Independent Var	Coefficients		R ² (%)	t	Sig.
		B	Std. Error			
Expres-Relationship Dimension	(Constant)	13.273	3.954	18.5	3.357	.001
	FR- Cohesn - Relationship Dimension	.273	.073	p=0.000	3.725	.000
	Emotional Intelligence Score	.074	.028		2.699	.008

Higher Conflict score (i.e. lower conflict) were determined higher emotional intelligence, higher cohesion & higher acceptance & caring (Table 10).

Table 10

Coefficients ^a						
Dependent var	Independent Var	Coefficients		R ² (%)	t	Sig.
		B	Std. Error			
Conflict-Relationship Dimension	(Constant)	-.020	4.046	48.2	-.005	.996
	FR- Acc-care-Relationship Dimension	.449	.092	p=0.000	4.868	.000
	Emotional Intelligence Score	.102	.028		3.668	.000
	FR- Cohesn - Relationship Dimension	.240	.075		3.207	.002

Acceptance & caring was predicted by older age participants, higher EI, higher expressiveness, higher cohesion and lower conflict (Table 11).

Table 11

Coefficients ^a						
Dependent var	Independent Var	Coefficients		R ² (%)	t	Sig.
		B	Std. Error			
Acc-care-Relationship Dimension	(Constant)	11.945	3.170	51.9	3.768	.000
	FR- Conflict- Relationship Dimension	.315	.061	p=0.000	5.151	.000
	FR- Cohesn - Relationship Dimension	.167	.062		2.689	.008
	Emotional Intelligence Score	.061	.023		2.653	.009
	Agegp	1.876	.618		3.034	.003
	FR- Expres-Relationship Dimension	.129	.061		2.108	.037

CONCLUSION:

- Job satisfaction, emotional intelligence as well as all relation dimension parameters was observed to be higher in females than males.
- Between age (below & above 35 yrs) differences was significant only in case of Acceptance and Caring dimension being higher among older subjects.
- Job satisfaction was significantly ($p<0.01$) correlated with emotional intelligence.

Teachers' Emotional Intelligence: A Function of Job Satisfaction and Family Relationships

- There was significant association between job satisfaction & relationship dimension, except expressiveness.
- When higher is the emotional intelligence, lower conflict is observed.
- Higher cohesion is dependent on higher expressiveness, higher acceptance & caring, lower conflict and is higher among female.

RECOMMENDATIONS:

According to the results of this research, it could be said that one of the determinants of job satisfaction is emotional intelligence. As a result, one's family relationships also get affected. Therefore, it is recommended that actions should be taken to boost teachers' job satisfaction and training programs on stress coping strategies should be provided. Besides, further research might focus on finding out other factors that affect job satisfaction.

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Use of Mnemonics for Teaching Mathematics at the Primary Level

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ABSTRACT

A good understanding of mathematics is necessary not only for academics; rather it is also a fundamental skill which is required in a person's personal, social, and work life. Mathematics today owes a huge debt to the outstanding contributions made by Indian mathematicians over many hundreds of years. However, nowadays Indian students underperform in mathematics. As per the Seventh Annual Survey of Education Report (ASER), 2012, of rural India, school enrolment has risen but there is a decline in attendance, over-reliance on private tuitions and decline in reading and mathematical ability of children in the age group between six and 14. In order to improve performance in mathematics and ensure that our students are equipped with the mathematical skills needed to succeed in a global marketplace, there is a need to start from the basics at primary level. The major reason for the difficulty in comprehending mathematical concepts is their abstract nature, inability to translate mathematical meaning to real-world entities and lack of multi-step problem solving skill. Thus, use of innovative techniques which make the mathematical concepts concrete and help in memorizing the basics along with inculcation of basic mathematical concepts and skills could be useful in improving the mathematical ability. The present paper considers some mnemonic techniques which could be easily incorporated in the regular classroom teaching methodology for enhancing mathematical skills and performance.

Keywords: *Mathematics, Mnemonics, Innovative, Decline, Memorizing.*

Mathematics is the mirror of civilization and queen of all sciences. Mathematics develop intellectual traits like power of thinking, reasoning, induction, analysis, originality, imagination, generalization, discovery and so on. Mathematics is the mental activity which consists in carrying out, one after the other those mental conclusions which are induced and effective. Mathematics is just a huge of calculation in everyday life, mathematics is around in varied form i.e. When we pick the phone, manage money transition, travel to some place, mathematics is involved unintentionally in all these things. Mathematics is used throughout the world as an essential tool in many fields, including natural science, engineering, medicine, finance and the social sciences. Applied mathematics, the branch of mathematics concerned with application of

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mathematical knowledge to other fields, inspires, and makes use of new mathematical discoveries, which has led to the development of entirely new mathematical disciplines, such as statistics and game theory. Mathematicians also engage in pure mathematics, or mathematics for its own sake, without having any application in mind. There is no clear line separating pure and applied mathematics, and practical applications for what began as pure mathematics are often discovered.

Definitions of Mathematics

Aristotle defined mathematics as "The Science of Quantity", and this definition prevailed until the 18th century. Starting in the 19th century, when the study of mathematics increased in rigor and began to address abstract topics such as group theory and projective geometry, which have no clear-cut relation to quantity and measurement, mathematicians, and philosophers began to propose a variety of new definitions. Some of these definitions emphasize the deductive character of much of mathematics, some emphasize its abstractness, and some emphasize certain topics within mathematics. Today, no consensus on the definition of mathematics prevails, even among professionals. There is not even consensus on whether mathematics is an art or a science. A great many professional mathematicians take no interest in a definition of mathematics, or consider it indefinable. Some just say, "Mathematics is what mathematicians do."

Applied definition of mathematic

1. Applied Mathematics concerns the application of mathematics in a wide range of disciplines in various areas such as science, technology, business, and commerce. Applied mathematicians are engaged in the creation, study and application of advanced mathematical methods relevant to specific problems. Once this referred mainly to the application of mathematics to such disciplines as mechanics and fluid dynamics but currently, applied mathematics has assumed a much broader meaning and embraces such diverse fields as communication theory, theory of optimization, theory of games and numerical analysis. Indeed, today there is a remarkable range and variety of applications of mathematics in industry and government, involving important real-world problems such as materials processing, design, medical diagnosis, development of financial products, network management and weather prediction.

2. Human beings have innate natural tendencies to count, to quantify, and to apply logic in their attempts at understanding the world. Mathematics is the human endeavor which has come to provide definition and scope to these activities, in terms which employ the utmost precision of thought. A few ancient civilizations developed mathematical systems to some extent, for example some of the Babylonians, but the first great step in the establishment of mathematics was made by the Greeks between 600 and 300 BCE. The contribution of Euclid was to state theorems in geometry and to construct their proofs from a small number of basic statements, called axioms, taken as the starting point of the subject. This showed that new knowledge could be obtained by pure reasoning about the basic axioms. The roots of probably all major divisions of mathematics go back to concern about practical matters or knowledge of the natural world. In

a few situations serious investigation of the natural world has lead directly to the creation of whole areas of mathematics that not only produced methods for formulating and solving important physical problems but lead, by further development, to new advanced mathematical subjects. The most striking example of this is the invention of calculus in the 17th century to solve the problem of motion, particularly the motion of the planets under their mutual gravitational attractions. The development and extension of calculus, along with the construction of a mathematical foundation for it, lead to the subject called analysis, a major part of mathematics. But mathematics itself is not physical theory. The growth of mathematical roots, as mathematics, involves abstraction away from concern with particular objects towards an emphasis on relations among abstract objects, axiomatization, and establishment of the basic characteristics and facts of a subject by rigorous proof. A piece of mathematics developed this way may be considered to stand alone as a coherent logical structure independent of any connections to the physical world that may be possible. Its inherent content often suggests to mathematicians ways for further axiomatization and logical development which lead to new interesting structures, often to ones for which no relation to the physical world seems possible. However, experience has shown that areas of mathematics developed from purely mathematical motivation do find, with surprising frequency, significant application in the real world, sometimes many years after their development. Thus there are two intrinsic connections of mathematics with the real world, the direct one, illustrated by the invention of calculus, and what might at first be called the serendipitous. But the latter is so prevalent that it forces the recognition that any area of mathematics may prove useful.

This is the setting in which the meaning of the term "applied mathematics" is to be understood. Modern applied mathematics is two things. It is the attempt to use mathematics to quantify and solve problems which arise in investigation of the physical world and human enterprise. It is also the study and further development of those areas of mathematics that have proven the most useful in solving real world problems or seem to offer promise for present problems. Thus a distinction between applied and pure mathematics is one of the interest and purpose of the practitioner, it is not a fixed dichotomy or division of the subject areas of mathematics.

Historically, applied mathematics mostly concerned theoretical physics and physical problems. The fundamental laws of physics are formulated as mathematical equations governing the behavior of physical quantities. These provide our deepest understanding of the physical world and our most accurate predictions of physical phenomena. While problems arising from physics and ranging from the study of classical fluids to quantum systems remain a significant part, applied mathematics has grown to include a wide variety of other areas such as bio-mathematics, cryptography, scientific computation, mathematical modeling, economics, financial mathematics.

Mathematical ability

Mathematical ability has been found to be multi-componential, with simple mathematical skills at the structural and technical vocabulary and higher order cognitive abilities at the semantic end

Use of Mnemonics for Teaching Mathematics at the Primary Level

The smallest unit of processing-numerals and operands are abstract symbols which are assigned an arbitrary meaning by association with a particular concrete unit or process. The association is learnt and the representation of the symbols can be in varied forms such as numerals /verbal, concrete or collection of concrete unit. Single digit numerals are combined to form multi digit numbers where meaning of a digit assumes a different meaning of a digit assumes a different meaning in terms of its position in the digit i.e. tens ,hundred , thousand etc. the digit can further be combined with different operands to give rise to completely different relations and meaning.

Causes of Mathematical disability

Math is often associate with pain and frustration. For instance unpaid bills, unforeseen debts, unbalanced check book.

- Mathematics concept which are abstract in nature.
- Overly procedural thinking in mathematics.
- Lack of ability to translate the Mathematical meaning to real world meaning.
- Lack of ability to make approximation or estimations in mathematics.
- Lack of multi-step problem solving skills.

How to improve Mathematical ability

Use of some innovative idea ideas and technique which make the mathematical concept concrete and skills could be useful in improving the mathematical ability. Now we use some mnemonics technique to improve the mathematical ability. Mnemonics devices are excellent tools for student to remembering important facts. Mnemonics instruction as a strategy that provides a visual or verbal promote for students who may have difficulty retaining information. It is a memory enhancing instructional strategy that involved students that is taught to information they already known.

Mnemonics Technique

Mnemonic device is any learning technique that aids information retention. Mnemonics aim to translate information into a form that the brain can retain better than its original form. Even the process of merely learning this conversion might already aid in the transfer of information to long-term memory. Commonly encountered mnemonics are often used for lists and in auditory form, such as short poems, acronyms, or memorable phrases, but mnemonics can also be used for other types of information and in visual or kinesthetic forms. Their use is based on the observation that the human mind more easily remembers spatial, personal, surprising, physical, sexual, humorous, or otherwise 'relatable' information, rather than more abstract or impersonal forms of information. The word *mnemonic* is derived from the Ancient Greek word (*mnēmonikos*), meaning "of memory, or relating to memory and is related to Mnemosyne ("remembrance"), the name of the goddess of memory in Greek mythology. Both of these words are derived from (*mnēmē*), "remembrance, memory" Mnemonics in antiquity were most often considered in the context of what is today known as the Art of Memory.

Peg word and method of loci

The *peg word* mnemonic technique is typically used for remembering an ordered list of items; it involves two stages. First, the learner memorizes a rhyming scheme for the numbers 1 to 10, which can be used multiple times: Next, the learner creates a mental image of each item on the to-be-learned list interacting with the word that rhymes with the appropriate number.

Learn to count 0 to 10

: One is a bun, two is a shoe, three is a tree, four is a door, five is a hive, six is bricks, seven is heaven, eight is a plate, nine is wine, ten is a hen.

LEARN WRITES TO NUMBER 1 TO 10

Around to the left to find my hero,
Back to the top, I've made a zero.

Downward stroke, (My that's fun),
Now I've made the number one.

Half a heart says, "I love you."
A line -- now I made the number two.

Around the tree, around the tree,
Now I've made the number three.

Down and across and down once more.
Now I've made the number four.

The hat, the back, the belly. It's a five.
Watch out! It might come alive.

Bend down low to pick up sticks.
Now I've made the number six.

Across the sky and down from heaven,
Now I've made the number seven.

Make an S and close the gate.
Now I've made the number eight.

An oval and a line,
Now I've made the number nine.

One (1) egg (0) laid my hen.
Now I've made the number ten.

Song, Rhyme, and Story Mnemonics

Use of Mnemonics for Teaching Mathematics at the Primary Level

This category is a catch-all for several types of semantic-based mnemonic techniques. Learners create a song, rhyme, or story that organizes and/or describes the to-be-learned material.

Van Voorhis (2002) compared statistical concept learning for students who learned and sang “stat jingles” to those who simply read the concept definitions aloud. Students in the jingle condition outperformed those in the read-only condition on short-answer test questions. VanVoorhis argued that music inherently increases chunking, which in turn aids in the transfer from short-term/working memory to long-term memory. She also reported high student enjoyment of the jingles, noting that this is an especially impressive feat in a statistics course.

Some mathematical example through we inhance mathematical ability

Isosceles triangles
Sing the song to the tune of “oh charismas tree”
Oh, isosceles, oh ,isosceles,
Two angles have
Oh, equal degree
Oh, isosceles oh, isoscel
You just like a charismas tree

ROMAN NUMERICALS IN ORDER

Lucy can't drink milk

50(L)

100(C)

500(D)

1000(M)

Mathematical order of operations:-

BEDMAS:-

Brackets/Exponents/Divisions/Multiplications/Addition/Substraction

The Metric System:-

Kilo/Hecto/Deca/Base Desi/Centi/Milli

KING Henry died by drinking chocolate milk.

The present paper considers some mnemonic techniques which could be easily incorporated in the regular classroom teaching methodology for enhancing mathematical skills and performance.

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Social Change Demolishing Secular Attitude among Indian Youngsters

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ABSTRACT

Indian society is rapidly changing in accordance to cultural, social, moral and political values. India is known as second largest democratic country in the world. The roots of democracy in Indian people have been strongly established since the struggle of Indian independence. Socio-political environment have been changing from last decade. On this background it was hypothesized that social change negatively related to secular attitude. For this study 100 students were selected from different colleges. The social change inventory and secular attitude scale was administered on participated students. The results does not confirm the hypotheses in this study. The social change issue and importance of secular attitude has elucidated in the present paper.

Keywords: *Social Change, Secular Attitude, Indian Youngsters, Gender.*

The great psychologist Guatam Buddha said that *Change* is the law of nature. Therefore social change takes place all over the world. Today we seen a drastic change in Indian political, social, educational, economical, moral and other various social aspects. After independence social change in India is very significant. Indian society trying to abolish old and traditional customs i.e. untouchability, caste discrimination, childhood marriages, SATI, slavery etc. In this way Indian society is gradually forward to modernization.

Social change may be defined, the process in which there is some significant alteration in the structure and function of the social systems (Kuppuswamy, 1979). Social change also refers to the modification of behaviour or change in the attitudes of a large number of individuals, alteration of customs, values, institutions and social behaviour. Social change is meant only such alterations as occur in social organizations that is structure and functions of society (Devis, 1960). Social change is a complex and multidimensional. If one aspect changed, it affects other aspect of social life. So it is desirable to take an integrated view of the processes of social change. Social change leads to the perfection of a society as well as a nation. The advancement

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of science and technology has completely changed Indian society not only in the form of social structure but in the form of living and way of thinking. Today even in the rural area, people utilize electric and modern scientific techniques in agriculture, farmers use mobile phones and take information about weather by use of internet. School students and housewives also use computers, laptops, mobiles and internet. They are connected to world, and their life becomes informative. India is one of the familiar countries who uses modern technology in the world.

Aziz et.al. (2012) examined the effects of urbanization towards social and cultural changes among Malaysian settlers in the Federal Land Development schemes (FELDA). They found that Urbanization will change their social and cultural lives. Urbanization could benefit all FELDA settlers current and future generation by improving their living status. Hashim et.al. (2012) studied literature and social change. They concluded that the students are capable of identifying issues which can bring about social change in their communities. Sankpal (2012) investigated the social change among unmarried male and female post-graduate students. He concluded that there is no significant difference between male and female regarding to social change. Cadez (2013) studied social change, institutional pressures and knowledge creation. He concluded that radical social change was not mirrored by such change in normative institution, whereas recent changes in regulatory institution seem to have a substantial positive effect on research performance.

Secularism emerged in the west as a movement challenged the authority of the Catholic Church. But in India secularism took place in 5th B.C. when Charvak, Buddhism and Jainism started their movements. Guatam Buddha denied God, Atman, Veda and predestination and established a secular way of life means DHAMMA. So Guatam Buddha was the founder of secularism in India (Naik, 2013). After independence India adopted secularism as a state policy. The Indian Constitution guarantees freedom of conscience, freedom to profess, practice and propagate religion and also freedom to establish religious institutions and manage or administer their affairs. A Secular State means that the one that protects all religions equally and does not uphold any religion as the state religion. The state observes an attitude of neutrality and impartiality towards all religions. Oxford Advanced Learners Dictionary (2000) defined the term secularism, as belief that morality and education etc. should not be based on religion. Donald E. Smith did not define secular state that, a state which guarantees individual and corporate freedom of religion, deals with the individual as a citizen irrespective of his religion, is not constitutionally connected to a particular religion, nor does it seek to promote or interfere with religion. Secularism is a belief that polity, education, morality and culture must be free from religion (Holyoake, 1896).

Secularism is a sign of modernity, plurality, co existence, rationalism and developing with a fast growing multicultural society. By the process of secularization Indian social life most affected i.e. increasing mobility, dowry prohibition, eradication of untouchability, remarriages, inter-caste marriages, equal justice of women and castes takes place etc. Thus it is said that rites and rituals

connected with life cycle of Indians are undergoing important changes. Now Indians are moving from religiosity to a secular way of life.

Sumbul (2002) investigates the secular attitude of the students studying in two denominational schools. The investigator found that Muslim and Non-Muslim students are not significantly different on secular attitude. Kaul (2010) search the impact of education on secularism. The researcher found that socio-economic status variates the degree of secularism significantly. Magalingam and Visvanathan (2011) examined the secular attitude and attitude towards discipline among the professional college students in relation to selected variables. The researcher found that professional college students are highly favourable and male-female students differ significantly in their secular attitude. Naik (2012) studied influence of gender and religion on secular attitude among college professors. He found that males are having more secular attitude than females. Ashrafi and Govil (2013) measured secular attitude of undergraduate students. Their study revealed that undergraduate students belonging to Muslim and Non-Muslim communities significantly different in the secular attitude. Ali and Kishore (2014) studied secular attitude of Madarsa students. They found that all selected madarsa student's posses' secular attitude of average level and there is no gender difference. Subramanyan and Ajith Kumar (2014) concluded that the ideology of secularism is facing severe criticism due to the pseudo secularist nature of Indian Polity. Religious fundamentalism has resulted in the weakening of democratic and human rights values, no one has come forward to combat pseudo secularism in Indian Polity.

India is a country of diversity in religions, castes, languages, realm, culture etc., but unity is there. Acceptance of all religions and different ways of life is the cornerstone of the Indian culture, heritage and polity; but the nature of secular mode in Indian polity has been declining day by day. Indian secular polity threatened by caste discrimination, communalism, religious fundamentalism, separatism and violence. Bhargava (1998) has highlighted the practical aspects of religion and secularism in India. He interpreted that Indian polity spoil the core values of real secular values and euphemistic attitude of secularism emerged.

As far as *Nirbhaya* case is concerned with rape, and women are going to suffer mostly. They cannot get equality but receive only atrocities. Society cannot give permission to inter-caste and inter-religious marriages, and when it happen *Honour Killing* take place. Even today, *Dalit's* are suffering by atrocities. *Khairlanji Massacre* (five people of one lower caste family killed by higher caste people) is a burning example of it. Minorities cannot be accepted in main stream. *Khap Panchayati's* (traditional brutal justice system) are still exist, their rules and regulations are disgracing to humanity. Every religion has their own T.V. channels, Newspapers, Schools and Institutions. Thereby they try to influence the people, particularly about their own religion. Children get education about their parent's religion non-scientifically since their childhood. Politicians are spreading a separate kind of anarchism by creating religious violence, caste estrangement and regionalism. Altogether, Indian society is hypocrite. Though by

Social Change Demolishing Secular Attitude among Indian Youngsters

constitutionally Indians accepted secularism but they do not appear secular in practice. It means that though Indian society is changing positively but secular attitude is not accepted easily. Keeping all these views in consideration, the present study tried to search relation between social change and secular attitude in Indian youngsters.

Aim:

The main aim of the study is to find out the relation between social change and secular attitude among Indian youngsters.

OBJECTIVES:

1. To measure social change and find out whether male and female Indian youngsters differ significantly from each other or not.
2. To measure secular attitude and search whether male and female Indian youngsters differ significantly from each other or not.
3. To find out relationship between social change and secular attitude among Indian youngsters, and test whether the relationship is significant or not.

Hypotheses:

1. There is significant gender difference regarding to social change among Indian youngsters.
2. Level of secular attitude is high in male than female Indian youngsters.
3. Social change is significantly and negatively associated with secular attitude among Indian youngsters.

METHODOLOGY:

Sample:

The study was conducted on the sample of 100 youngsters from Sangli (Maharashtra, India). Random sampling method was used for selecting sample. Age range of the subject was 19 to 23 years and educational level was U.G. and P.G. Male-female ratio was 1:1.

Psychological tools used for data collection:

1. **A Battery of Test Measuring Social Change:** The battery was constructed and standardized by Rama Tiwari, Roma Pal and Radha Pandey. The battery consists of 42 items with 6 alternatives. The battery divided in six sub areas that is 1. Inter-caste Migration 2. Position of Women 3. Free Choice of Mate 4. Family Planning 5. Inter-caste Marriage 6. Social Mobility. Split-half reliability is 0.78 (N-100) and test-retest reliability is 0.72 (N-100). Validity coefficient is 0.79.
2. **Secular Attitude Scale:** The scale was constructed and standardized by Anshu Mehra and Durganand Sinha. The scale consists of 35 items with 5 alternatives. The scale divided in four broad elements i.e. 1. Secular attitude and Religion 2. Secular attitude and Equality 3. Secular attitude and Rationality 4. Secular attitude and Identity. Split-half reliability coefficient is 0.92 (N-236), Spearman-Brown reliability coefficient is 0.96 (N-236).

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Statistical Treatment of the Data:

The statistical techniques such as Mean, Standard Deviation, 't' test and Pearson's Product Moment Correlation were used for interpretation of the data.

Procedure of Data Collection:

Sample of this study were collected from Sangli (Maharashtra, India) District. Firstly students called together in small groups and given instructions about tests. 10 minutes rest permitted them between 2 testes. Lastly collected all answer sheets of tests.

RESULTS AND DISCUSSION:

Table 1 – Mean, SD and 't' value of male and female towards Social Change

Variable	Gender	N	Mean	SD	df	't' value	Level of significance
Social Change	Male	50	200.16	19.35	98	1.17	NS
	Female	50	195.12	23.64			

Table 1 shows that social change of 100 Indian male and female youngsters. The mean of male group is 200.16 with SD 19.35, while the mean of females group is 195.12 with SD 23.64. 't' value of both groups is 1.17, which is not significant at 98 Degrees of Freedom. Thus the first hypothesis that, "There is significant gender difference regarding social change among Indian youngsters" is not accepted. This result does support result of Sankpal (2012).

Table 2 – Mean, SD and 't' value of male and female towards Secular Attitude

Variable	Gender	N	Mean	SD	df	't' value	Level of significance
Secular Attitude	Male	50	118.02	14.79	98	0.14	NS
	Female	50	117.56	18.78			

Table 2 shows that the level of secular attitude of male and female youngsters. The Mean and SD of male group is 118.02 and 14.79, while females group is 117.56 and 18.78 respectively. On the basis of mean score it is concluded that males and females are having moderate secular attitude. With df 98, 't' value of both groups is 0.14, which is not significant. Thus the second hypothesis that, "Level of secular attitude is high in male than female Indian youngsters" is not accepted. This result corroborated the results of Ali and kishore (2014). But results of Magalingam and Visvanathan (2011) and Naik (2012) does not support present research result.

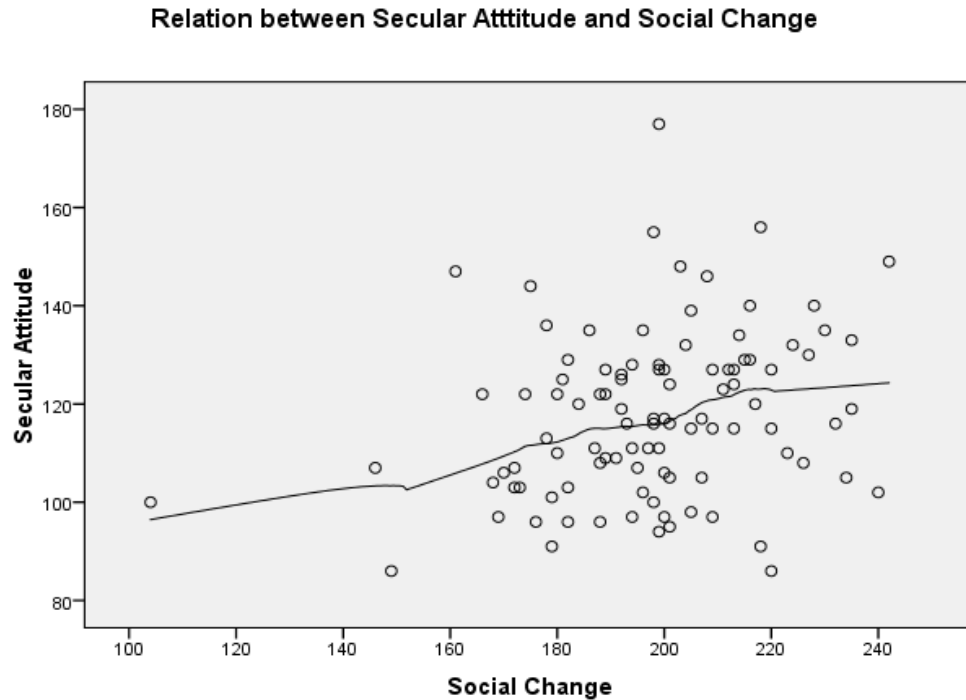
Table 3 – Relationship between Social Change variables and Secular Attitude

Variables	Inter Caste Migration	Position of Women	Free Choice of Mate	Family Planning	Inter-caste Marriage	Social Mobility	Social Change	Secular Attitude
Inter-Caste Migration	1	0.257**	0.482**	0.467**	0.744**	0.259**	0.758**	0.242*
Position of Women		1	0.332**	0.457**	0.266**	0.424**	0.592**	0.133
Free Choice of Mate			1	0.529**	0.522**	0.387**	0.753**	0.192
Family Planning				1	0.354**	0.474**	0.711**	0.113
Inter-Caste Marriage					1	0.393**	0.797**	0.257**
Social Mobility						1	0.665**	0.262**
Overall Social Change							1	0.259**
Secular Attitude								1

(Level of significance: *0.05, **0.01)

Table 3 indicates ‘r’ values between social change factors and secular attitude. Inter- Caste Migration, Position of Women, Free Choice of Mate, Family Planning, Inter-Caste Marriage and Social Mobility; all these social change factors positively and strongly correlated with social change on 0.01 level of significance. Position of Women, Free Choice of Mate and Family Planning; these social change factors do not associate with secular attitude. But Inter-caste migration, Inter-caste marriage and Social mobility are positively and strongly associated with secular attitude, with ‘r’ values 0.242, 0.257 and 0.262 on 0.05 and 0.01 level of significance respectively. Overall social change positively correlated with secular attitude ($r = 0.259$) on 0.01 level of significance. It means that social change and secular attitude varied in the same manner.

Figure 1



The figure 1 shows correlation between social change and secular attitude. Direction of the line shows that the relation is positive but it doesn't perfect positive. It means social change and secular attitude varied in the same manner but not strongly.

Thus the third hypothesis that, "Social change is significantly and negatively associated with secular attitude" is not accepted.

The reason of this finding may be that the existence of 'Pseudo-Secularism' in Indian society, which means that state of implicit non-secular trends in the face of pledged secularism. Though India accepted secularism by Indian Constitution, but Indians are not willing to accept it by heart. On surface they behave like a secular but non-secular attitude is existing in their unconscious. This unconscious forces came out as *Godhra* (Hindu's killed Muslim's overwhelmingly) and *Khairlanji* (five people of one lower caste family killed by higher caste people) massacre, homicide of *Gandhi*, *Dabholkar* and *Pansare*, social hatred towards low class and caste people, oppose to inter-caste marriages, suffering of *Dalit's* by atrocities, the news of *Manusmriti* will be written again etc. Minorities cannot be accepted in main stream. *Khap Panchayati's* (traditional brutal justice system) still exist; their rules and regulations are disgracing to humanity. Every religion has their own T.V. channels, Newspapers, Schools and Institutions. Thereby they influence the people, and develop non-scientific religiousness. Children get education about their parent's religion since their childhood. Politicians are spreading a separate kind of anarchism by creating religious violence, caste estrangement and regionalism. With these examples it can't say that increased social change helps promotion of secular attitude in India, but Indian society is not much more secular today, seen by present

study. The study criticises and notifies to pseudo secularism in Indian society, and hope to change the nature for better secular India.

CONCLUSIONS:

On the basis of analysis given in previous paragraphs, it can be concluded that:

- There is no significant difference in the social change among male and female Indian youngsters.
- The male and female Indian youngsters do not have significant difference in the level of secular attitude.
- Social change is significantly and positively associated with secular attitude.

SUGGESTIONS:

1. Education of secularism must be started from school level.
2. People should accept rising social change which is helpful to upgrade society.
3. Secularism must be a part of thoughts and behaviour of people.
4. Indian Constitution must be the base of all education.
5. Researchers, social activist and government should find reasons of non-secularity and try to eradicate it.
6. Government motivates and appreciates inter-caste and inter-religion marriages, social migration and mobility.
7. Government and Funding agencies motivate researchers for search a real picture of Indian society and valuable information about secularism.

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A Root Cause Analysis of Various Causes of Self Poisoning

Dr Vishal Damani^{1*}, Dr Alpesh Gediya², Dr Hitendra Gandhi³

ABSTRACT

Self poisoning refers to the intentional taking of too much of a poisonous substance believing that it will be noxious. Study aims is to study the socio-demographic variables in self-poisoning patients and to study various types of method of self-poisoning and to assess the Psychiatric morbidity in these patients according to DSM-IV TR. A cross sectional study conducted on 70 patients of self poisoning at one of the tertiary care teaching hospital of Ahmedabad, Gujarat from April 2009 to September 2009. Patients were assessed after emergency medical care & resuscitation, between 2nd to 7th days of suicidal attempt. OP Poisoning (42.86%) was the most common method used for self-poisoning. 82.86% patients were diagnosed to have psychiatric diagnosis on SCID-I, most common diagnosis was depressive disorder (38.57%) followed by adjustment disorder (28.57%). 17.14% patients had no psychiatric diagnosis. From my study conclusion is that Suicidal attempt was found more in married male. Housewives & unskilled workers formed majority in the study.

Keywords: *Self Poison, Suicide, Root Cause*

Kessel (1965) first described the term “deliberate self poisoning”. Since then it has been widely used by many workers. **Stengel** has justified the use of the word “poisoning” by the fact that swallowing of any amounts of tablets in excess is harmful & thus poisoning.^[2] Attempted suicide is an unsatisfactory term, because most attempters do not actually wish to commit suicide. Their motives are different. Several other terms have been introduced as alternatives like par suicide: Deliberate self poisoning (Kessel 1965), non-fatal deliberate self harm (Morgan et al 1975), temporary cessation, intermission, pseudocide (Lennard – Jones & Asher).

Most suicides occur in patients with psychiatric disorders that in most cases are probably treatable. A meta-analysis by **Harris & Barraclough** (1997) examined 249 studies of psychiatric disorders & suicide risk with a minimum 2-year follow-up. They found that 36 of the

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44 psychiatric disorders showed an increased risk of suicide. Notably, only mental retardation & dementia did not exhibit increase in suicide risk.

Manley, M.R.S found that persons with one psychiatric diagnosis were 4-times more likely to have attempted suicide than persons with no diagnosis; persons with more than one diagnosis were 18 times more likely to have attempted suicide.

Longuist JK states that the existence of mental disorders is almost constant in subjects who try to kill themselves. In addition, a majority of attempters have more than one diagnosis. This is especially true if Axis-II or Axis-I sub-threshold conditions are taken into account. The existence of a disorder largely explains the association between most socioeconomic variables (sex, marriage, education level) & sociality. Depressive disorders are the major risk factor, a risk probably linked to a current episode just before the attempt. The association of depressive episodes to an anxiety disorder or the existence of impulsive traits (& or cluster B personality disorder or drug abuse) increases the risk of acting out. Ideation & attempts show parallel onset curves peaking between the ages of 14 & 20 years, with the existence of a previous DSM-IV-TR diagnosis as a strong predictor. The number of associated disorders linearly increases the probability of attempting suicide & is the only significant predictor for lethality.

MATERIAL AND METHOD

A cross sectional study was conducted on 70 patients of self poisoning at NHL medical college and attached V.S hospital, one of the tertiary care teaching hospital of Ahmadabad, Gujarat from April 2009 to September 2009. Patients were assessed after emergency medical care & resuscitation, between 2nd to 7th days of suicidal attempt.

Inclusion criteria:

- 1). Patients referred to the psychiatry OPD with A/H/O self – poisoning whose physical condition was stable.
- 2). Patients who could undergo detailed assessment (between 2nd to 7th days of Attempt).

Exclusion criteria:

- 1). Patient who refused to give consent.
- 2). Patient who insisted that it was an accident.
- 3). Patient who were critically ill &/or medically unstable that an interview was not possible.

Control group was not included in the study because of difficulty of selecting an appropriate comparison sample.

After initial resistance & difficulties because of fear of police & court appearances, & social reasons, all patients offered co-operation later. All the patients were explained about investigation, its purpose & assured of confidentiality of the information.

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A detailed interview & evaluation was carried out with each subject & data was entered on predetermined Performa. All the data obtained were tabulated & wherever necessary was subjected to statistical analysis.

Presence of psychiatric disorder was evaluated by administering the structured clinical interview for DSM-IV for both Axis-I and Axis-II disorder.

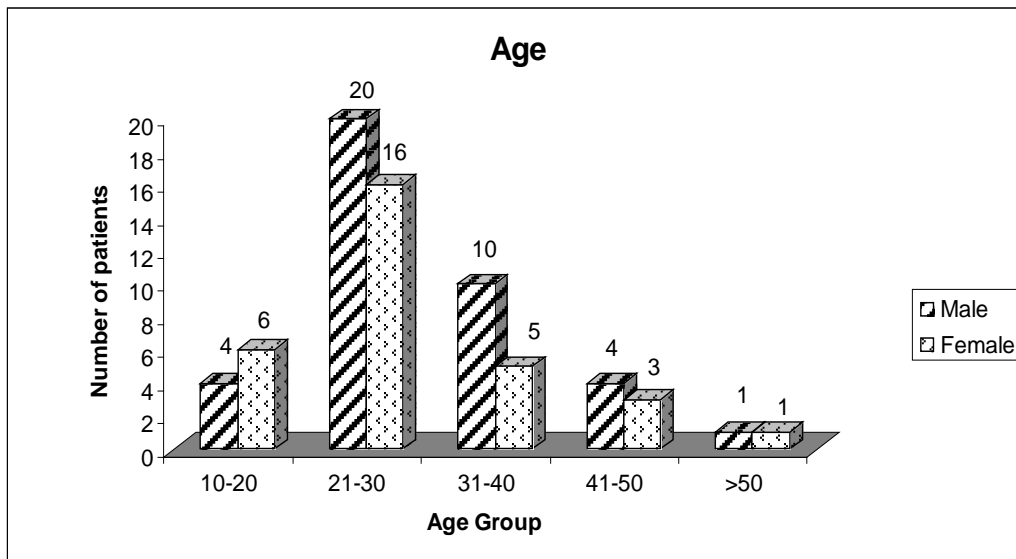
RESULTS

All participants of the study are categorized according to age, sex, family type, socioeconomic status, religion, Education, marital status, mode of suicide, psychiatric morbidity, various precipitating factors, stressful life, past history of suicidal attempt etc...

1) AGE

Age group	Male	Female	Total
10-20	04	06	10
21-30	20	16	36
31-40	10	05	15
41-50	04	03	07
>50	01	01	02
Total	39	31	70

Table 1: Frequency distribution of data by age group (n=70)



Graph 1: Graphical presentation of Frequency distribution of data by age group (n=70)

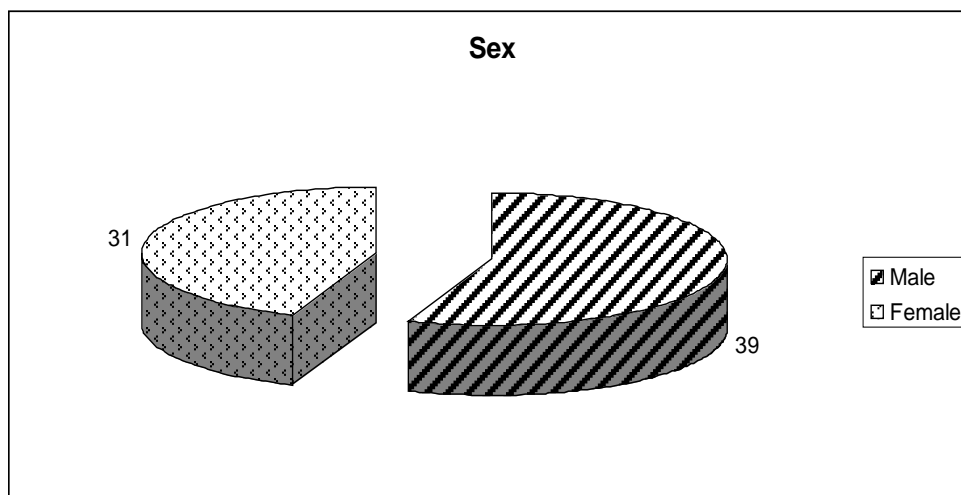
The particular vulnerability in adolescents & young adults may be due to emotional turmoil, interpersonal problems, increase in alcohol & substance abuse, breakdown in extended family, job difficulties & academic setbacks.

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02). SEX:

Sex	Frequency	%
Male	39	55.71
Female	31	44.29
Total	70	100

Table 2: Frequency distribution of data by sex (n=70)



Graph 2: Graphical presentation of Frequency distribution of data by sex (n=70)

This shows that suicidal attempts were more common in males than females. This is similar to most of Indian studies (Narang 2000, Kannapiran 1977, Jain 199 et al), but in contrast with other studies (Chandrasekhar 2003, Bhatia 2000, Beurtrais 1996 et al) where female dominance is noted.

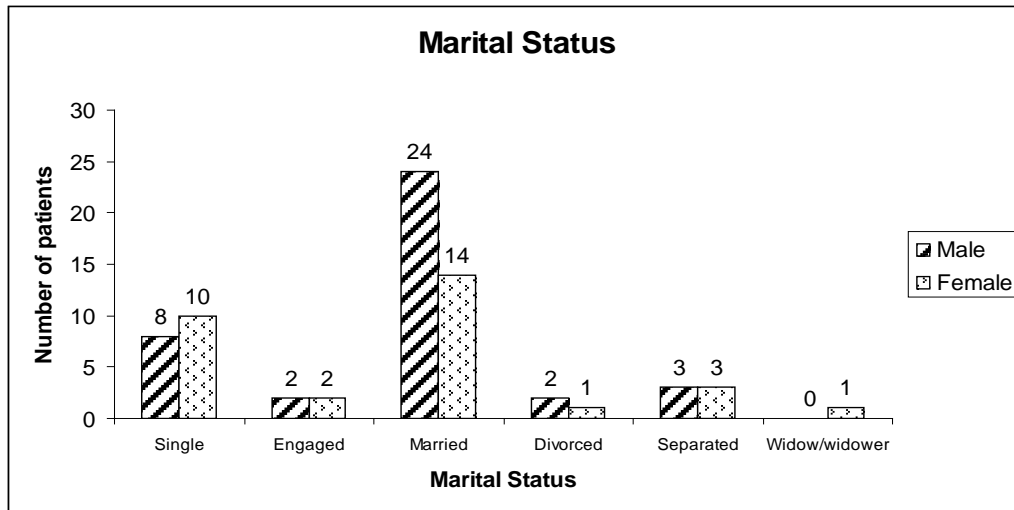
The higher rate for males in the study reflects that more males were brought to the OPD, as they are most productive than females.

03). MARITAL STATUS:

Marital status	Male	Female	Total
Single	08	10	18
Engaged	02	02	04
Married	24	14	38
Divorced	02	01	03
Separated	03	03	06
Widow/widower	00	01	01
Total	39	31	70

Table 3: Frequency distribution of data by marital status (n=70)

A Root Cause Analysis of Various Causes of Self Poisoning

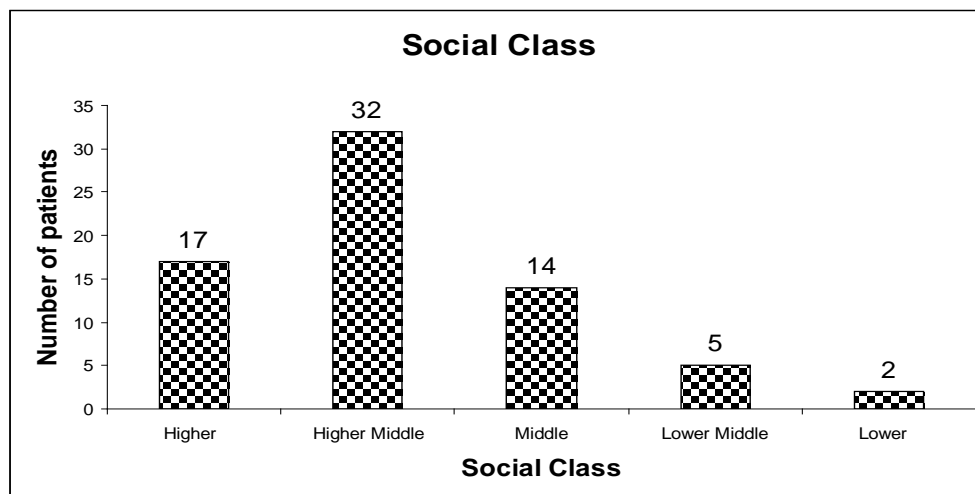


Graph3: Graphical presentation of Frequency distribution of data by marital status (n=70)

04). SOCIO-ECONOMIC STATUS:

Sr. No.	Social class (income in Rs./head/month)	No. of Patients
1.	Higher (≥ 1900)	17
2.	Higher middle (950-1899)	32
3.	Middle (570-949)	14
4.	Lower middle (285-569)	05
5.	Lower (< 284)	02
Total	-----	70

Table 4: Frequency distribution of data by Social Status (n=70)



Graph 4: Graphical presentation of Frequency distribution of data by Social Status (n=70)

A Root Cause Analysis of Various Causes of Self Poisoning

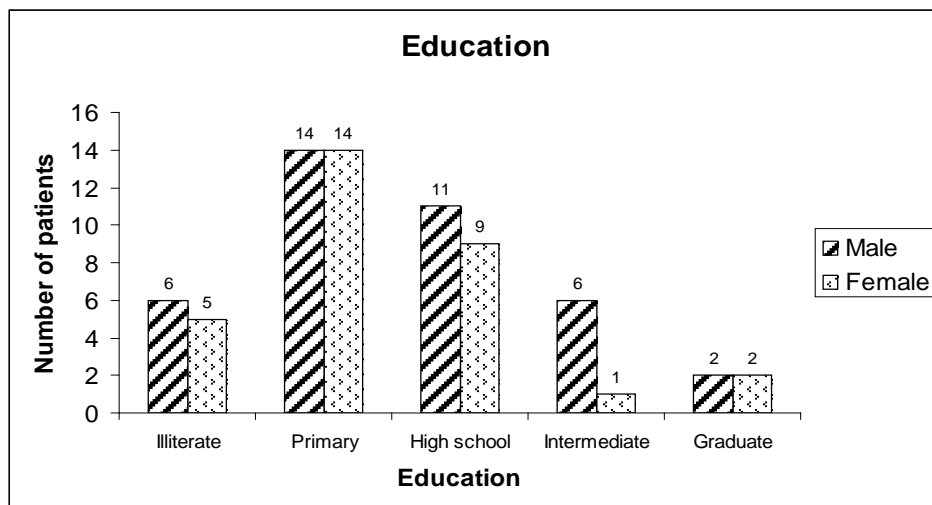
Surprisingly, most of the attempters fall in higher middle & Middle social class acc. to Modified Prasad's classification.

Socio-economic factor & unemployment have been recognized as important factor in a etiology of suicide.

5) EDUCATION:

Education	Male	Female	Total
Illiterate	06	05	11
Primary	14	14	28
High school	11	09	20
Intermediate	06	01	07
Graduate	02	02	04
Total	39	31	70

Table 5: Frequency distribution of data by Education (n=70)



Graph 5: Graphical presentation of Frequency distribution of data by Education (n=70)

Most of the patients had some form of formal education.

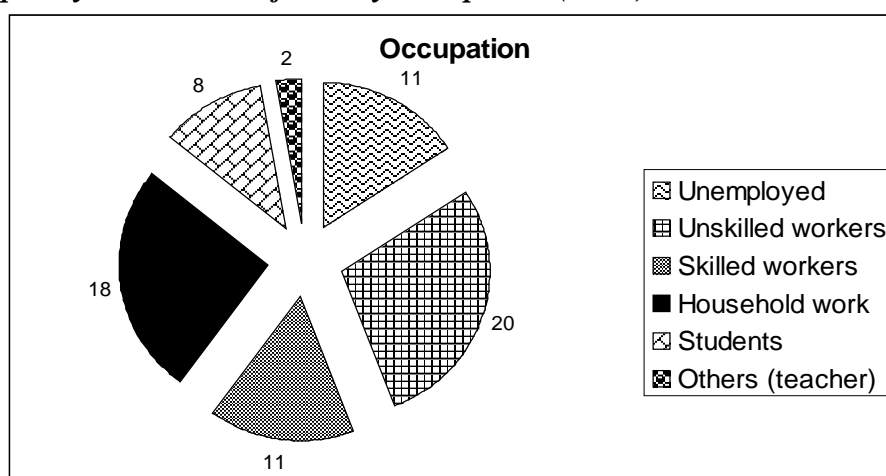
Higher education offers better ways of thinking & perceptual processing, which forms a protective factor.

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6). OCCUPATION:

Occupation	Frequency	%
Unemployed	11	15.7
Unskilled workers	20	28.6
Skilled workers	11	15.7
Household work	18	25.7
Students	08	11.4
Others (teacher)	02	2.7
Total	70	100

Table 6: Frequency distribution of data by Occupation (n=70)



Graph 6: Graphical presentation of Frequency distribution of data by Occupation (n=70)

Majority of the attempters were either unskilled workers or housewives. Unskilled workers were having the earning difficulties at the work place. Being unemployed causes major financial burden.

Housewives are usually exposed to interpersonal problem with parents, in-laws, spouse & other family members. This in accordance to the study by Narang et al 2000, reported 30% housewives, 23% students, 8% unemployed, 14% shop owners in their study at medical college Ludhiana.

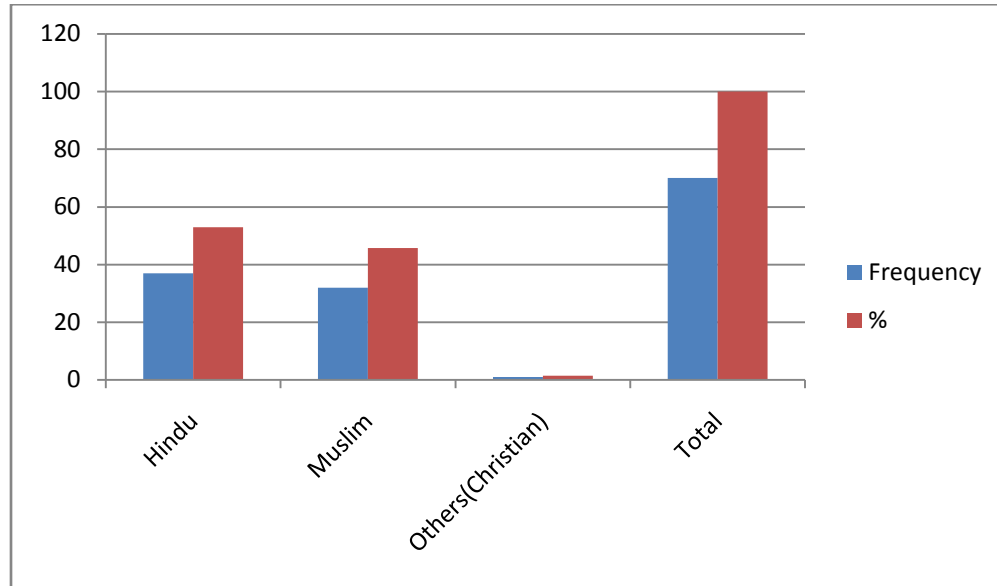
07) RELIGION:

Religion	Frequency	%
Hindu	37	52.9
Muslim	32	45.7
Others(Christian)	01	1.4
Total	70	100

Table 7: Frequency distribution of data by Religion (n=70)

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Some religion, especially Islam, have protective effect against suicide (Conklin & Simpson, 1987). They view it as a form of homicide; also they commonly taught a problem-solving method by reciting certain Quranic verses in times of acute stress, thereby reducing impulsive suicidal acts.



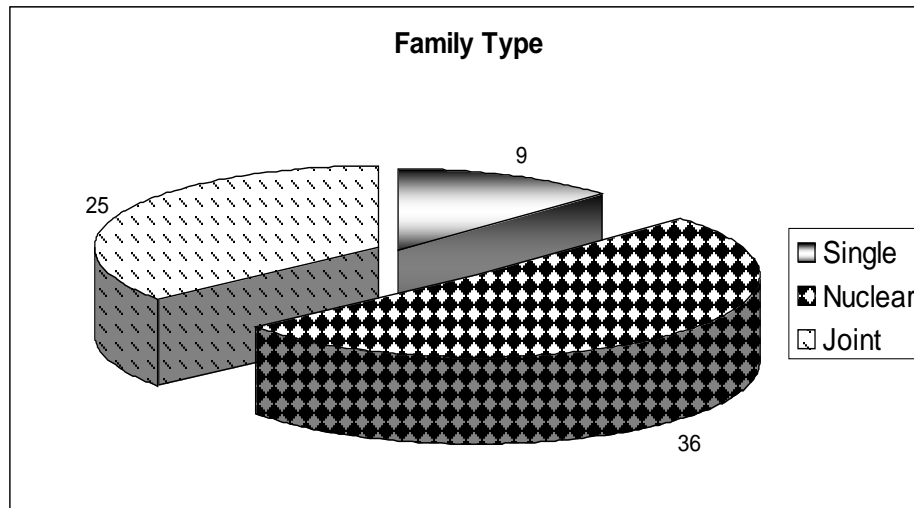
Graph 7: Graphical presentation of Frequency distribution of data by Religion (n=70)

06). FAMILY TYPE:

Family type	Frequency	%
Single	09	12.86
Nuclear	36	51.43
Joint	25	35.71
Total	70	100

Table 8: Frequency distribution of data by Family Type (n=70)

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Graph 8: Graphical presentation of Frequency distribution of data by Family Type (n=70)

Nuclear family is an autonomous unit on which the impact of stressors is more than the extended family. Joint family provides a protective environment to individual where he can deal with the stressors & his individual problems in a better way.

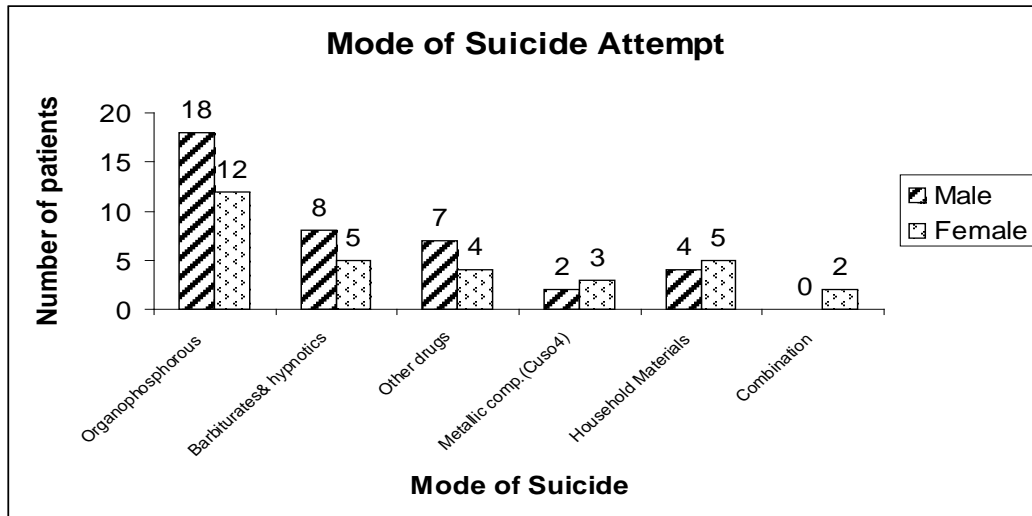
Out of 9 single family type, 4 were students staying in hostel.

09). MODE OF SUICIDE:

Mode of suicide	Male	Female	Total
Organophosphorous	18	12	30
Barbiturates& hypnotics	08	05	13
Other drugs	07	04	11
Metallic comp.(Cuso4)	02	03	05
Household Materials	04	05	09
Combination	00	02	02
Total	39	31	70

Table 9: Frequency distribution of data by Mode of Suicide (n=70)

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Graph 9: Graphical presentation of Frequency distribution of data by Mode of Suicide (n=70)

Most common method of attempt is OP ingestion (42.86%), in contrast to use of firearms in US (Moscicki 1997).

Ingestion of barbiturates & hypnotics was 2nd most common.

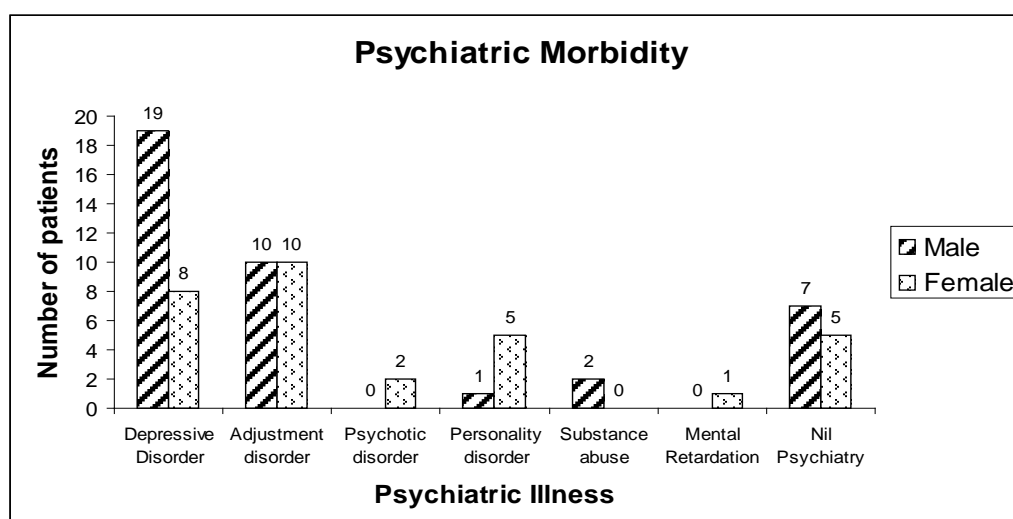
Other drugs - Over the counter analgesics or antipyretics by 8 Patients, antihypertensive medications, naphthalene balls & OC pills by 1 patient each.

10). PSYCHIATRIC MORBIDITY:

Psychiatric Illness	Male	Female	Total
Depressive Disorder	19	08	27
Adjustment disorder	10	10	20
Psychotic disorder	00	02	02
Personality disorder	01	05	06
Substance abuse	02	00	02
Mental Retardation	00	01	01
Nil Psychiatry	07	05	12
Total	39	31	70

Table 10: Frequency distribution of data by Psychiatric Morbidity (n=70)

A Root Cause Analysis of Various Causes of Self Poisoning



Graph 10: Graphical presentation of Frequency distribution of data by Psychiatric Morbidity (n=70)

All patients were evaluated using SCID-I. Of all the patients, 58 (82.86 %) of them suffered from some psychiatric illness.

Most common psychiatric diagnosis was Depressive disorder (38.57%), followed by Adjustment disorder (28.57%) .

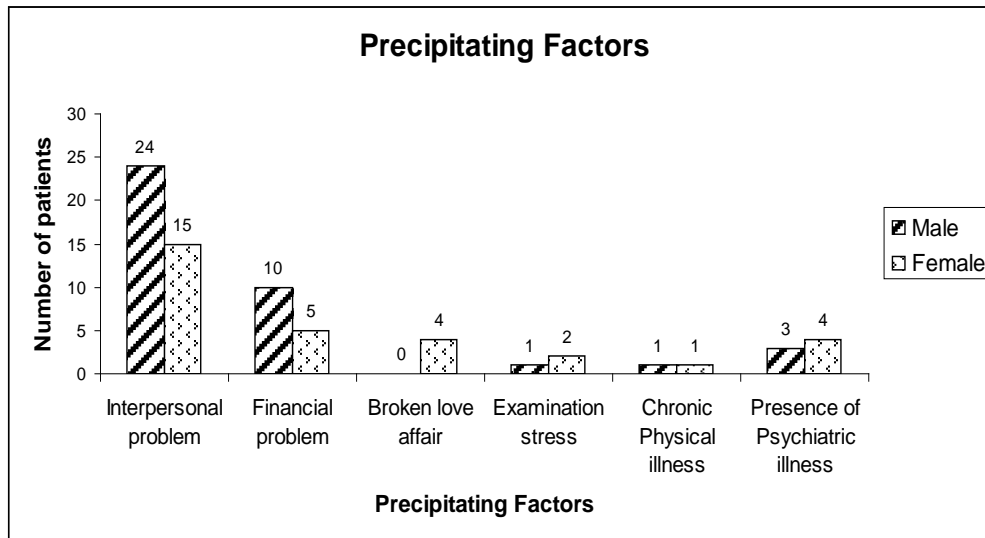
Out of 27 patients of Depression 25 were diagnosed as MDD and 2 patients were of Bipolar Depression. 2 had co morbid axis-II diagnosis (Borderline personality traits).Most of the patients had agitation, hostility associated with depressive symptoms. It appears that the period of highest risk of attempted suicide is both early in the course of a major depressive episode & within the few years of the disorder (Nierenberg et al., 2001) as younger age group is affected with the same.

11). PRECIPITATING FACTORS:

Precipitating Factors	Male	Female	Total
Interpersonal problem (including marital stress)	24	15	39
Financial problem	10	05	15
Broken love affair	00	04	04
Examination stress	01	02	03
Chronic Physical illness	01	01	02
Presence of Psychiatric illness	03	04	07
Total	39	31	70

Table 11: Frequency distribution of data by Precipitating Factors (n=70)

A Root Cause Analysis of Various Causes of Self Poisoning



Graph 11: Graphical presentation of Frequency distribution of data by Precipitating Factors (n=70)

Majority, 39(55.71 %) patients attributed interpersonal problems as the reason for suicidal attempt, 13 (18.57%) had interpersonal problems with their parents, 15 (21.43%) with their spouse, 07 (10%) with their in-laws & 04 (5.79%) with their siblings, friends or colleagues.

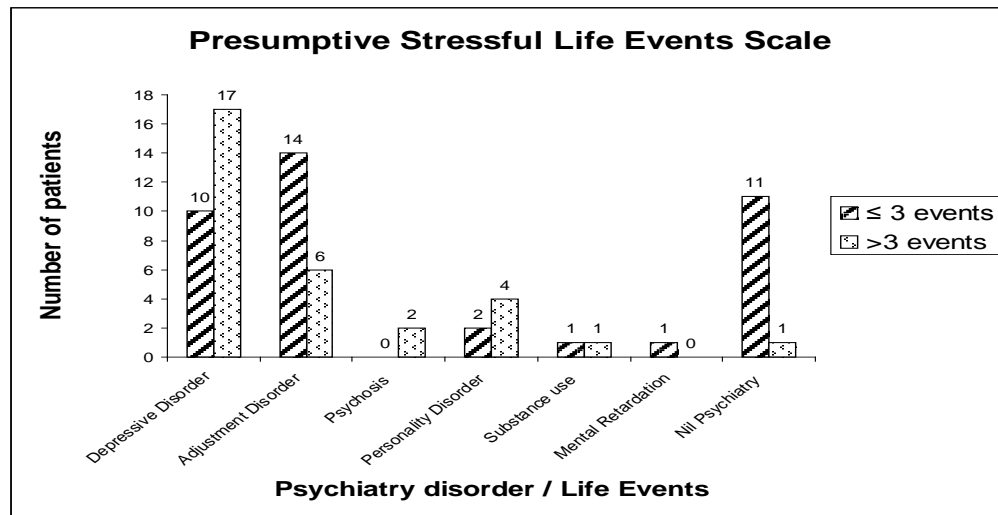
Many attempters have experienced acute interpersonal problems & financial stressors & they often form the background to the suicidal attempts (Roy 1995).

12). STRESSFUL LIFE EVENTS IN PAST 1 YEAR:

Psychiatry Disorder/Life events	≤ 3 events	>3 events
Depressive Disorder	10	17
Adjustment Disorder	14	06
Psychosis	00	02
Personality Disorder	02	04
Substance use	01	01
Mental Retardation	01	00
Nil Psychiatry	11	01
Total	39	31

Table 12: Frequency distribution of data by Stressful Life Events in Past 1 year (n=70)

A Root Cause Analysis of Various Causes of Self Poisoning



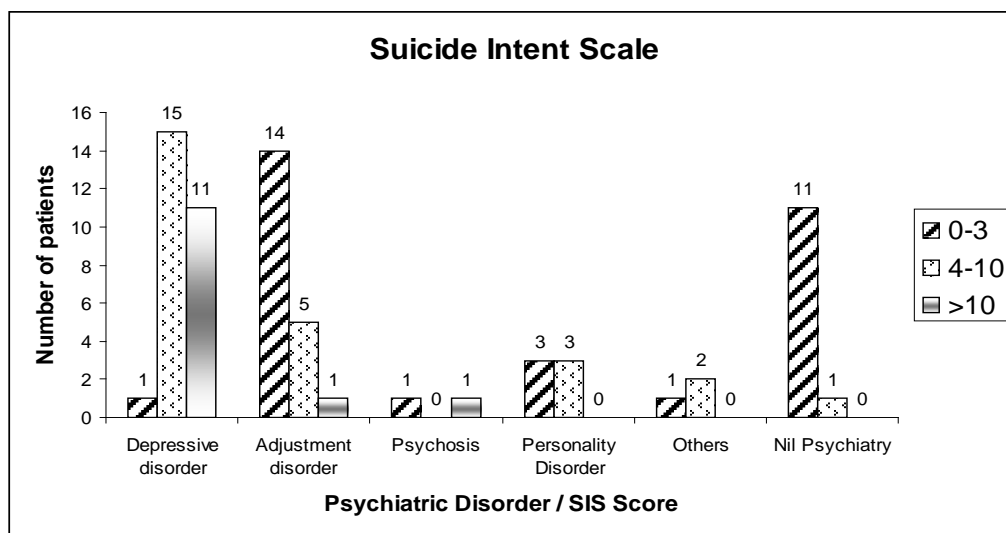
Graph 12: Graphical presentation of Frequency distribution of data by Stressful Life Events in Past 1 year (n=70)

13). SUICIDE INTENT SCALE:

Suicide intent scale was divided into low (0-3), intermediate (4-10) and high (> 10) intent group.

SIS score	Psychiatric Illness						Total
	Depressive disorder	Adjustment disorder	Psychosis	PD	Other	Nil	
0-3	01	14	01	03	01	11	31
4-10	15	05	00	03	02	01	26
>10	11	01	01	00	00	00	13
Total	27	20	02	06	03	12	70

Table 13: Frequency distribution of data by SIS (n=70)



Graph 13: Graphical presentation of Frequency distribution of data by SIS (n=70)

A Root Cause Analysis of Various Causes of Self Poisoning

In present study, 31 (44.29%) patients had low SIS, 26 (37.14%) had intermediate and 13 (18.57%) had high SIS. Mean suicide intent score = 4.63.

Mean SIS in various Psychiatric Illness

Psychiatric Illness	Mean SIS
Depressive Disorder	7.77
Adjustment Disorder	2.60
Psychosis	7.00
Personality Disorder	3.16
Other Disorders	5.00
Nil Psychiatry	0.33

In patient with MDD, SIS was high in 11 patients whereas in patient with no psychiatric illness, 11 patients have low SIS and none had high SIS.

Mean SIS for various methods of self poisoning

Method	Mean SIS
Organophosphorous	2.83
Barbiturate Overdose	6.00
Other drugs over dose	3.18
Metallic compound (CuSO ₄) ingestion	5.40
Household materials ingestion	11.40
Combination method	3.00
Total	4.63

14). PAST H/O SUICIDAL ATTEMPT:

Past history of Suicidal attempt	Male	Female	Total
Present	04	05	09
Absent	35	26	61
Total	39	31	70

Table 14: Distribution of participants according to past history

9 (12.86%) patients had history of previous suicidal attempt. All of them were diagnosed to have some psychiatric illness during their previous attempt, 3 were diagnosed to have personality disorder, 5 were patients with depressive disorder & 1 diagnosed as Psychotic.

Bagadia et al (1979) found 7% patients with one previous attempt & 2.4% with more than one attempts. Sethi et al (1978) observed that 14.6% had previous suicidal attempts.

A Root Cause Analysis of Various Causes of Self Poisoning

The statistical analysis was done by using SPSS-PC software package and required corrections were applied when ever significant. The following results were found.

Chi-Square Results

(for statistical significance)

		<u>p. Value</u>
• Psych. Illness & mode of S.A.	–	0.000
• Psych. Illness & ppt. factor	-	0.000
• Psych. Illness & Marital status	–	0.000
• Psych. Illness & SIS	-	0.001
• Psych. Illness & Social class	-	0.003
• Psych. Illness & Education	-	0.038
• Psych. Illness & Occupation	-	0.147
• Psych. Illness & PSLES	-	0.456

$p < 0.05$ – statistically significant.

$p \geq 0.05$ – statistically not significant.

DISCUSSION

Attempted suicide is the burning issue as it is 10-25 times more than completed suicide & the most important public health concern. Wide variation in the frequencies of psychiatric disorder reported in Indian studies ranging between 5.5 to 93%. We decided to evaluate psychiatric morbidity along with other important aspects of attempted suicide.

The study was carried at a tertiary care multi-specialty teaching hospital, 70 consecutive patients of suicidal attempt were evaluated during April 2009 to Sep 2009. Data was collected on a specifically designed Proforma for socio-demography, mode of suicidal attempt, past history of suicidal attempt, psychiatric diagnosis was established on SCID-I. Severity of suicidal intent was also evaluated by using scales. Stressors were elicited using PSLES scale for previous 1 year.

The following results were observed.

- Suicidal attempt was found more in married male. Housewives & unskilled workers formed majority in the study.
- OP Poisoning (42.86%) was the most common method used for self-poisoning.
- 82.86% patients were diagnosed to have psychiatric diagnosis on SCID-I, most common diagnosis was depressive disorder (38.57%) followed by adjustment disorder (28.57%). 17.14% patients had no psychiatric diagnosis.
- Most of the patients attributed interpersonal problems (55.7%) as the reason for their suicidal attempt.
- All patients with past history of suicidal attempt had some psychiatric diagnosis during the previous attempt.
- Patients having adjustment disorder & no diagnosis on axis-I scored low on scales: SIS & PSLES.

The findings of the present study were compared with the findings of the past Indian and International Studies and possible explanations were discussed.

CONCLUSION

From my study conclusion is that Suicidal attempt was found more in married male. Housewives & unskilled workers formed majority in the study. OP Poisoning (42.86%) was the most common method used for self-poisoning. 82.86% patients were diagnosed to have psychiatric diagnosis on SCID-I, most common diagnosis was depressive disorder (38.57%) followed by adjustment disorder (28.57%). 17.14% patients had no psychiatric diagnosis

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Efficacy of Gender and Age on Spirituality and Psychological Well-Being of Adults

Aditi Desai^{1*}

ABSTRACT

Adults have to deal with a range of responsibilities, duties and various situational tasks. In order to achieve their individual, social and organizational aims and objectives successfully, adults required to possess a set of skills, competencies and a required level of intelligence. With the evolution of the concept of intelligence, spiritual intelligence has become one of the more influential phenomenons. The objective of present study was to investigate the impact of gender and age on spiritual intelligence and psychological well-being of adults. A sample consisting of 600 adults has taken into consideration from Ahmedabad city. Structured and standardize questionnaires have used to collect primary data for the study. The major finding of the study was that there is a positive relationship between spiritual intelligence and psychological well-being of adults. Further results also indicated that both gender and age have significant impact on spirituality and psychological well-being of adults.

Keywords: *Spiritual Intelligence, Psychological Well- being*

Over the last few decades, theories of multiple- intelligence have extended our perception of intelligence beyond traditional, creative, practical social, existential and spirituality. Spiritual intelligence is term used to indicate a spiritual correlate to IQ (Intelligence Quotient) and EQ (Emotional Quotient). Like emotional quotient, spiritual quotient is becoming more main-stream in scientific inquiry and psychological discussion. Spiritual intelligence refers to the skills, abilities and behavior requisite to find moral and ethical path to help us through life, which make sure commitment, connectedness and harmony with our inner-self, inter-personal relationships and with the cosmos.

According to Amram (2009), “spiritual intelligence is a kind of ability that causes self-consciousness, self-control, profound understanding of meaning of life, purposefulness, increase in peace, the ability to communicate effectively with others and mental health. Spiritual

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intelligence is the consequence of the 36 highest level of individual growth in the fields of cognition, meaning attainment, transcendental and moral communication.”

Five components of spiritual intelligence are as follows:

- The capacity to transcend the physical and material.
- The ability to experience heightened states of consciousness.
- The ability to sanctify everyday experience.
- The ability to utilize spiritual resources to solve problems.
- The capacity to be virtuous.

Psychological well-being is perhaps the most widely used construct among mental health professionals and psychologists. However, there is still no consensus regarding the operational definition of this construct. Yet, many theories of well-being have been proposed and an extensive body of empirical research using different indices of this construct has been conducted. However, theorists have found that the concept of psychological wellbeing (PWB) is much more complex and controversial. Practically speaking, psychological wellbeing serves as an umbrella term for many constructs that assess psychological functioning (Girum, 2012). Associations were independent of age, gender, demographic factors, and baseline mental and physical health. We conclude that the wellbeing of the elderly is an important objective for both economic and health policy. Current psychological and economic theories do not adequately account for the variations in pattern of wellbeing with age across different parts of the world. The apparent association between wellbeing and survival is consistent with a protective role of high wellbeing, but alternative explanations cannot be ruled out at this stage (Andrew Steptoe et al., 2014).

Statement of problem:

The present investigation attempts to “Efficacy of Gender and Age on Spirituality and Psychological Well-being of Adults”.

OBJECTIVES:

Following objectives were clarified with reference to the nature of problem.

- To study Spiritual Quotient and Psychological well being among adults in relation to gender.
- To study Spiritual Quotient and Psychological well being among adults in relation to age groups.

Significance of the study:

The present study assesses the status and compares the Spiritual intelligence and Psychological Wellbeing among male and female adults of different age groups. As a result, the concerned bodies of mental health, policy makers, educational institutes, families and governmental and non-governmental organization should work together on adults or strengthen the existing programs in order to increase the Spiritual Quotient psychological well-being. Present research is important for those involved in therapy and counselling to identify adults who are at low level of Spiritual Quotient psychological wellbeing and to develop and improve prevention and

intervention methods for adults. The finding of present study will also provide important direction to conduct further research in the areas of psychological wellbeing and mental health of adults.

Operational Definitions:

Spiritual Quotient: Spiritual Quotient (SQ) is described as a measure that looks at a person's **spiritual** intelligence in the same way as intelligence **quotient** (IQ) looks at cognitive intelligence. In other words it is the ability to be creative and insightful.

Psychological Wellbeing: Psychological wellbeing is the subjective feeling of contentment, happiness, satisfaction with life's experience and of one's role in the word of work, sense of achievement, utility belongingness, and no distress, dissatisfaction or worry etc. These things are difficult to evaluate objectively, hence the emphasis is on the term "subjective" wellbeing. It may well be maintained in adverse circumstances and conversely, may be lost in favorable situation. It is related to but not dependent upon the physical/psychological conditions.

Hypothesis:

For the present research process, the following null hypotheses are formulated:

- **(Ho1)** There will be no significant difference between the score of Spiritual Quotient among adults in relation to gender.
- **(Ho2)** There will be no significant difference between the score of Spiritual Quotient among adults in relation to age-groups.
- **(Ho3)** There will be no significant difference between the score of Psychological Wellbeing among adults in relation to gender.
- **(Ho4)** There will be no significant difference between the score of Psychological Wellbeing among adults in relation to age-groups.

Research Design:

The present study was not possible experimentally because of nature of investigation. The researcher has adopted the quantitative descriptive research to gain the objectives of the study. Quantitative Descriptive research includes data collection through questionnaire quantification of the responses of the respondents and fact findings of different kinds. Quantitative Descriptive research involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subjects of the study.

All most all research designs are complex. When, the researcher wants to study simultaneously two or more independent variables, the investigator selects factorial design. A factorial design is the most common way to study the effect of two or more independent variables. In a factorial design, all levels of each independent variable are combined with all levels of the other independent variables to produce all possible conditions.

The 2 X 3 factorial design of the present study is as under. There are 6 cells in the following table each cell contains 100 subjects.

Table:- 1.1 Showing 2 X 3 factorial design of the present study

Age- Group (B)	Gender (A)		
	Male (A1)	Female (A2)	Total
20-35 yrs (B1)	100	100	200
40-55 yrs (B2)	100	100	200
60 and above (B3)	100	100	200
Total	300	300	N= 600

Variables:

In the present research, gender and age were taken as Independent Variables. Spiritual quotient and psychological wellbeing of adults were taken as Dependent Variables.

Population:

The population of the present study consisted adults of various age group in Ahmedabad district (Gujarat State).

Sample:

For the present research work researcher has selected 600 adults with the help of random sampling technique. Further they were classified in to 2 groups i.e. Male (300) and Female (300). The categorization and details of sample selection were given in following table.

Table:-1.3 Showing categorization and details of sample

Age- Group	Gender		
	Male	Female	Total
20-35 yrs	100	100	200
40-55 yrs	100	100	200
60 and above	100	100	200
Total	300	300	N= 600

Tools:

The tools for the present study were selected in a manner to achieve an optimum level of confidence by the investigator for the objectives of the study. Since the study principally contained three variables namely values, personality dimension, mental health, therefore such tools were decided to be choosing as could validity and reliably measure these variables. The

investigator after screening a number of available tests finally selected the following tools to collect the data:

1. Roqan Spiritual Intelligence Test - by Zainuddin R. and Ahmed, A. (2010):

To measure the Spiritual Intelligence of respondents, Spiritual Intelligence Test prepared by Prof. RoquiyaZainuddin and Ms. Anjum Ahmed was selected. Test was in English language, this test consisted of seventy eight items. The scale is rated as LikertRatin and judged on five point scale. The points strongly agree, agree, undecided, disagree and strongly disagree are rated as 5, 4, 3, 2, 1, respectively. Zohar and Marshall have classified Spiritual Intelligence in six dimensions. These seventy eight items were based on these six dimensions, which are as under:

- a) The inner self
- b) The inter self
- c) Biostoria
- d) Life perspective
- e) Spiritual actualization
- f) Value orientation

2. Psychological well being Scale - by Sisodia, D.S. and Choudhary, P. :

This scale was developed using Likert Technique. The scale comprises of 50 statements with a view to measure several aspects of well being like Satisfaction, Efficiency, Sociability, Mental Health and Interpersonal Relations. This scale is considered to be useful in a variety of research and applied settings such as a quality of index, a mental health status appraisal, and a measure of psychotherapy outcome evaluation and a social indicator of measuring population changes in sense of well-being overtime.

The scale consists of fifty statements. All statements are of positive manner. 5 marks to strongly agree, 4 marks to agree, 3 marks to undecided, 2 marks to disagree and 1 mark to strongly disagree responses are assigned. The sum of marks is obtained for the entire scale. No time limit should be given for completing the scale; however most of the respondents should finish it in 15-20 minutes. Sub scales of test are as follows:

- a) Satisfaction
- b) Efficiency
- c) Sociability
- d) Mental health
- e) Interpersonal Relation

Procedure of Data Collection:

The investigator with great interest planned the data gathering soon after selecting sample and finalizing for the research. The investigator with prior permission of the adults of various age groups personally established a good rapport with subjects. Then researcher had explained the

importance of research work and collected the data after ensuring the confidentiality of them. Each subject was given a questionnaire one after another in the same sequence. All were requested to read all statements one after the other and give their responses in the responses column by choosing appropriate responses for each statement, which they felt correct and appropriate. All the subjects were explained the purpose of the study and what is expected in the questionnaire given to them. They were requested to avoid mutual consultations. Whatever they had doubts, the investigator clarified and explained to them clearly. Time was not limited. The respondents were requested not to leave any item unanswered and incomplete.

Scoring:

Scoring of the obtained data was done with help of respective manuals available for the test in the present study. The data have been arranged in the respective tables according to the statistical test applied.

Statistical Analysis:

Descriptive statistical measures mean and standard deviation were used to see general pattern of Spiritual Quotient, Mood States and psychological wellbeing of the respondents according to Gender and age groups. ANOVA (Analysis of variance) factorial design 2 x 3, LSD (Least Significance Difference) tests were computed to determine whether there is a significant mean difference between various pairs of adults.

RESULTS & DISCUSSION:

Table 1:- Showing Mean, SD & F value between Male and Female adults for dependent variable Overall SQ.

Gender	N	Mean	SD	F	Sig.
Male	300	296.61	41.40	10.58	$p < .01$
Female	300	304.89	36.72		

As observed in the Table 1 main effect of the first independent variable i.e. Gender is reported significant. The $F(1,300) = 10.58$ ($p < .01$). The Mean scores of Male and Female adults are 296.61 (SD=41.40) and 304.89 (SD=36.72) respectively. It means Female adults have greater spiritual intelligence than the male adults. The findings might be interpreted in terms of sensitivity and heart centeredness towards life and a continuous process of ethical check in dealing with day to day life situations.

Table 2:- Showing Mean, SD & F value of adults of different age groups for dependent variable Overall SQ.

Age-Group	N	Mean	SD	F	Sig.
Age Group-I	200	270.81	48.46	164.47	$p < .01$
Age Group-II	200	304.41	15.27		
Age Group-III	200	327.03	21.54		

Table 3:- Showing Least Significant Difference (LSD) among various groups

S.N.	Pairs	Mean difference	Level of Sig.
1	Age Group – I v/s Age Group – II (B1 v/s B2)	33.60	$p<.01$
2	Age Group – I v/s Age Group – III (B1 v/s B3)	56.51	$p<.01$
3	Age Group – II v/s Age Group – III (B2 v/s B3)	22.61	$p<.01$

An overview of Table 2 & 3 highlighted that the obtained Mean values of Age Group - I, Age Group – II and Age Group - III for Overall Spiritual Intelligence are 270.81 (SD=48.46) 304.41 (SD=15.27) and 327.03 (SD=21.54) respectively. Significant F value is to be reported $F(2, 200) = 164.47$. ($p<.01$) Further post hoc comparison LSD test revealed all the three groups i.e. Age Group – I and Age Group – II have significant mean difference 33.60 which is significant at ($p<.01$). Similarly, Age Group – I and Age Group – III also have significant mean difference 56.51 ($p<.01$). As observed in Table that Age Group – II and Age Group – III have significant mean difference 22.61 significant at ($p<.01$). This wide range of significant mean difference suggested that Age Group – III have higher traits of Spirituality than Age Group – II. On the other hand Age Group – I has less Spiritual Intelligence than Age Group – III and Age Group – II.

Table 4:- Showing Mean, SD & F value between Male and Female adults for dependent variable Overall Wellbeing.

Gender	N	Mean	SD	F	Sig.
Male	300	153.69	56.66	62.98	$p<.01$
Female	300	177.89	44.36		

A two way between groups analysis of variance was applied to explore the influence of independent variable gender as observed in table no. 4. The F value is to be reported significant $F(1,300) = 62.98$ ($p<.01$). Female adults scored higher mean ($M=177.89$, $SD=44.36$) in comparison of Male adults ($M=153.69$, $SD=56.66$). This implies that Female adults have better Psychological Wellbeing than Male adults. Findings might be interpreted as social acceptance for females to vent out pent up emotions in a free way as well as a social comfort to remain a home maker throughout life.

Table 5:- Showing Mean, SD & F value of adults of different Age Groups for dependent variable Overall Wellbeing.

Age-Group	N	Mean	SD	F	Sig.
Age Group-I	200	132.98	49.49	182.09	$p<.01$
Age Group-II	200	160.71	32.45		
Age Group-III	200	203.69	46.55		

Table 6:- Showing Least Significant Difference (LSD) among various groups

S.N.	Pairs	Mean difference	Level of Sig.
1	Age Group – I v/s Age Group – II (B1 v/s B2)	27.73	$p<.01$
2	Age Group – I v/s Age Group – III (B1 v/s B3)	70.71	$p<.01$
3	Age Group – II v/s Age Group – III (B2 v/s B3)	42.98	$p<.01$

A perusal of Table 5 & 6 indicated that Mean values high, medium and low for Age group - III, Age group – II and Age group - I for Overall Wellbeing are 203.69 (SD=46.55), 160.71 (SD=32.45) and 132.98 (SD=49.49) respectively. For second main effect i.e. Age Groups, F value is to be reported significant $F(2, 200) = 182.09$ ($p<.01$). Further, post hoc comparison (Table-) revealed all the three groups i.e. Age Group – I and Age Group – II, Age Group – I and Age Group – III and Age Group II and Age Group – III have significant mean difference i.e. 27.73 ($p<.01$), 70.71 ($p<.01$) and 42.98 ($p<.01$) respectively. This level of confidence revealed the fact that age has significant impact on Overall Wellbeing of adults.

DISCUSSION:

The obtained findings have been interpreted and discussed in the light of available evidences and observations. Discussion has been taken up hypothesis wise. The results of ANOVA on spirituality with reference to gender for present study clearly indicated that gender had significant impact on spirituality. It was hypothesized as mentioned in the first hypothesis that (*Ho1*) *There will be no significant difference between the score of Spiritual Quotient among adults in relation to gender.* Thus it is rejected spirituality factors like life perspective, spiritual actualization and over all spiritual quotients. It may be concluded that female respondents are more spiritual than male respondents on life perspective, spiritual actualization and over all spiritual quotients. It means female adults have grater spiritual characteristics such as awareness about the origin and purpose of their life, they are more able to answer questions like what is the meaning of life, why I am here, why are we here etc. Similarly female adults are more creative and have capacity to identify their relationship with others.

However, there are some studies which found that there is significant difference between male and female on spiritual intelligence, a study done by *Dwivedi & Ameta (2015)* revealed that females tend to be spiritually more sensitive than males. Most favorable responses were observed for value sensing and community sensing dimensions of spiritual intelligence for both male and female respondents which represents that they usually think about meaning of their life deeply and they are also concerned about the community from which they belong and people surrounding them. Least scores were recorded for the dimension awareness sensing, so individuals need to work on this to improve overall sensitivity. They need to be spare time for themselves and think and understand a deeper level of consciousness. *Nazam (2014)* also found

that there was a significant difference between male and female students on composite score of spiritual intelligence.

Further ANOVA results also highlighted that age groups interact significantly with each other on spiritual quotient. Therefore, **(Ho2)** *there will be no significant difference between the score of Spiritual Quotient among adults in relation to age-groups* is rejected. This level of confidence implies that spirituality varies according to age of respondents. So, it can be said that adults of different age respond differently to spiritual phenomenon. Spirituality increases with age, as people become spiritual as they grow older.

Efficacy of gender was reported on psychological well-being of adults. Therefore, **(Ho3)** *there will be no significant difference between the score of Psychological Wellbeing among adults in relation to gender* is rejected. This implies that gender have significant impact on psychological well-being of adults. Female adults have greater psychological well-being. As findings show that significant difference were observed among Age groups of adults with reference to psychological well-being among adults. Hence, **(Ho4)** *there will be no significant difference between the score of Psychological Wellbeing among adults in relation to age-groups* is strongly discarded for psychological well-being.

CONCLUSION

The era of stiff competition has resulted into declining human values and increasing pressure among adults. Therefore, adults need strong inner self and willpower to face the challenges of present life situation. The intelligence that a person uses to inculcate strong inner self is called Spiritual Intelligence. Spiritual Intelligence and psychological wellbeing helps adults to manage their day to day life effectively because now they are clear about the real purpose of their deeds and they knows what to do and what not to do. Also, spirituality and psychological wellbeing gives them inner satisfaction which reduces the level of stress in facing in their daily life.

As far as role of gender and age are concerned with the spirituality and Psychological wellbeing of adults, Gender and Age groups have positive impact on the dimensions of Spiritual intelligence and psychological wellbeing among adults.

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A Comparative Study on the Female Domestic Workers and Their Children in Kamrup Districts of Assam

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ABSTRACT

This paper has been prepared to visualize relationships between the overall condition of the workers in Kamrup Metro and Kamrup rural areas of Assam. It throws light on how the female domestic workers engaged in part time work function differently in both the areas. The increase in the number of domestic workers has led to the growth of the urban middle class, especially the increase in the number of women working outside their homes and availability of cheap domestic labour. Kamrup Districts has witnessed large scale migration over the past few years of women from the interior areas of Assam, while in Kamrup metro, most of the migrants are from areas in lower Assam. The poor women who engage in domestic work are often unable to care for their own families, leaving their own children alone for the whole day. The study was conducted on adults ranging from 27 to 40 yrs of age. There were various reasons for which these female workers engaged in such kind of work, v.i.z, illiteracy, uncertain income of other family members and preference for part time domestic work, higher number of children with low income in the family. The children of such workers are sent to schools in Kamrup metro, while a handful of children were provided with education via various means in Kamrup rural. The wages of the workers in rural areas were not sufficient to send their children to proper schools. In this paper, some implications are provided to assist such workers in helping their children for education. The paper also deals with the educational status and the challenges faced by such workers in the daily affairs.

Keywords: *Female Domestic Workers, Children, Kamrup District, Assam*

A domestic worker is a person who works within the employer's household. The older English word for 'domestic worker' was 'servant', though not all servants worked inside home. Domestic service or the employment of people for wages in their employer's residence was sometimes called as 'service' and often been part of a hierarchical system. Domestic workers perform a variety of household services for an individual or a family, from providing care for children and elderly dependents to housekeeping, including washing utensils, cleaning and household

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maintenance. Other responsibilities may include cooking, laundry and ironing, shopping for food and undertaking other household errands.

Most of the domestic workers are from the marginalized sections of society and a large number of people are migrant workers. Workers range from full time to part time workers, skilled and unskilled workers. The Draft National Policy on Domestic Workers define domestic worker as a person who is employed for remuneration whether in cash or kind, in any household through any agency or directly, either on a temporary or permanent ,part time or full time basis to do the household work, but does not include any member of the family of an employer.

Both in the urban and rural contexts, the nature of work and workers have been rapidly changing. Domestic work, however, is still undervalued. It is looked upon as unskilled because most women have traditionally been considered capable of doing the work, and the skills they are taught by other women in the home are perceived to be innate. When paid, therefore, the work remains undervalued and poorly regulated. By contrast, studies that provide space for domestic workers to speak often reveal their belief in the dignity of their hard work, and, as such, it warrants recognition and respect and calls for regulation (D. Roberts 1997).

However, since the work is actually not monetised, people in general don't normatively accord 'domestic work' the values imputed in such studies. Instead, they devalue this work and many people consider it to be women's work. In India, across a variety of regional and cultural divisions, domestic work and childcare are widely considered to be women's work. It is often implicitly seen as undignified for a man to actually get involved in the dirty work of child cleaning, the messy work of dishwashing, or the time consuming women's jobs of cooking curries or sweeping the floors. In the 'global economy' there has been an emergence of a new professional class of workers that include well educated women. With this there has been a need for domestic servants to help the professionals in their daily chores (Padma 2002).

In India the National Sample Survey Organisation (NSSO) has repeatedly given measures of women's time spent on a variety of activities which broadly one can call the informal sector. These measures are, however, provided if and only if the woman first declares that she has no paid work, is not unemployed per se, and is doing domestic work only. She cannot declare herself self-employed either (although many Indian women do) so the category of 'housewives' is an appropriate label for this residual group of non-employed women who were asked the questions about unremunerated work. Most of them live in slums; lead a monotonous life without any colour, struggle everyday for their survival and face numerous problems in day-to-day life like long hours of work, insecurity of job, low status at home and outside (Gathia 1983). Women in our society have so far had only a secondary status and the economic dependence of women upon men is one of the primary reasons which has pushed them into the background and resulted into their secondary status both within and outside the family (Wadhera 1976). In spite

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of the fact that the women have proved their mettle in every walk of life, their contribution is not given due credit in most cases. In India women constitute nearly half of the total population and they play a vital role in domestic sphere, in the rural field and also in urban economy. Yet, their economic status is still low as it reflects from the census data, particularly of those who are engaged in the informal sector of urban economy (Tripathy and Das 1991).

The World Bank in its Annual Report in 1989 observed that 35 per cent of Indian households below the poverty line are headed by women, and in most cases, are thus, dependent exclusively on female income (Soni 2001). The increase in the number of domestic workers has led to the growth of the urban middle class, especially the increase in the number of women working outside their homes and availability of cheap domestic labour. There is a difference in the time schedule provided to the female domestic workers in urban and rural areas. The children of most of the workers shows a wide gap in education in comparison to the other section of society due to financial crisis. Another factor which is becoming an issue in some of the urban areas is of providing social security to such workers in work area.

This study throws light on the differences of the condition of such workers in the urban and rural areas of Kamrup Districts of Assam along with a difference in the children of such workers. There seems to be a tendency or opportunity for better education among the children in Kamrup metro in comparison to the ones in Kamrup rural. Hence the condition of such workers differs in various respects.

REVIEW OF RELATED LITERATURE

Kundu, A. In a study mentions that, the Government of India plans to implement a few regulations to facilitate better working and living conditions of the unorganised workers in both the urban and rural areas and that they should be included in the domain of unorganised workers. Such workers face various problems at the work place, which include over work load, low wage, minimal pay or no pay for extra work, absence of leave facility, no rest, sexual harassment by male employers etc (Madhumathi,M 2013). The working conditions of domestic workers are deplorable with long working hours and absence of job security.

Mehrotra, Surabhi(2010) views that the women are placed very low in social structure because of the little value ascribed to domestic work in our society. The academic achievement of the children of such workers especially females shows higher zeal towards proper education and being independent (Dehmler,2004).Some of the children of such workers had reported of substance abuse as a result of lack of education.

Most of the female domestic workers are found to be migrants, as a result of which they face difficulties in adjusting or adapting towards the life style, attitudes, habits and languages encountered in new living and work situations(Sabban,R 2012).

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OBJECTIVES

The objectives of the study were as follows-

- To find out the differences in the working hours of the female domestic workers in Kamrup metro and Kamrup rural areas;
- To assess the adjustment level of the workers in various fields;
- To find out the differences in the educational status of the children of such workers in both the areas;
- To find out preventive measures for the overall development of the workers in both Kamrup metro and Kamrup rural areas.

METHODOLOGY

The sample consisted of 30 part time female domestic workers (15 from Kamrup metro and 15 from Kamrup rural). The age of the participants ranged from 27 to 40 years. An unstructured interview was used for the purpose. At the same time, an adjustment inventory was also used to find out the adjustment level of the workers in different areas. The cumulative academic score of the children of the workers were taken into account to find out the educational status of the children.

Description of the tools-

- (i) Self Devised questionnaire-The self devised questionnaire was used to find out the condition and the reasons of such workers indulged in such work, their educational status etc.
- (ii) Bell Adjustment Inventory-This inventory was developed by H.M Bell. It was used to assess the adjustment level of the workers in various fields.
- (iii) Cumulative Academic Score-The Cumulative Academic Score of the children of such workers were taken into account to find out their educational status.

PROCEDURE

Before conducting the study, consent of the study was taken from the workers in both the areas. The sample was chosen to fulfil the purpose of the study. Researcher then visited the homes of the workers and filled up the questionnaires with the responses provided the participants. They were not forced to give any responses. The academic performance of the children was taken into account by noting down the cumulative academic score of them. The reports were kept as confidential. Lastly, the workers and their children were thanked for their co-operation.

RESULTS AND DISCUSSION

After collecting data, further analysis of data was done to find out the differences of the scores of Kamrup metro and Kamrup rural areas. Some of the reasons for which they engaged in such work are as follows-illiteracy, uncertain income of the other family members and preference for various part time domestic workers, higher number of children with low income in the family.

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In Kamrup metro, it was seen that most of the workers were migrants from lower areas of Assam. The children of such workers especially the female children had reported of going to schools. The female workers even viewed that education is of higher importance for the upcoming generation to fight against the odds of their life. Most of them reported of their husbands working as rickshaw pullers, carpenters while some were unemployed etc. The wages of such workers were found to be sufficient enough to fulfil their basic needs and to send their children to govt. schools and colleges. Some of the college going children of such workers was found to work in certain NGOs in order to help their family.

While in Kamrup rural, it was found that the female child remained unprivileged towards educational facilities. The wages of the parents were not enough to send both the children to school. A handful amount of children showed good academic score. Illiteracy tends to be one of the causes amongst the parents for which the awareness of education was lacking behind and keeping the child away from school. The workers reported of male children being a part of substance abuse at times.

The statistical analysis of the scores of the female domestic workers and the academic score of the children was done.

- (i) Mean (M) was used to find out the average score of the sample.
- (ii) Standard Deviation (SD) was used to measure the co-efficient of correlation and other statistics.
- (iii) t-test was used to compare the adjustment level of the female domestic workers in Kamrup metro and Kamrup rural areas.

Table 1.1: Table showing the classification scores of t test of the adjustment level of the Female domestic workers of Kamrup Metro and Kamrup Rural-

	N	MEAN	SD	t	df	Significance(2 tailed)
Kamrup Metro	15	24.06	6.89	2.105	28	.044
Kamrup Rural	15	29.40	6.98			

This table indicates that the workers in Kamrup rural are found to be well adjusted in all areas in comparison to the workers in Kamrup metro. In Kamrup metro, most of the workers showed low scores in social and emotional adjustment. Most of the female domestic workers were migrants from different areas in Kamrup metro and they had to adapt to various ways of living, language etc.

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Table 1.2: Table showing the classification scores of t test of the academic scores of the children of the female domestic workers of Kamrup Metro and Kamrup Rural-

	N	MEAN	SD	t	df	Significance (2 tailed)
Kamrup Metro	15	8.53	0.99	0.554	28	.584
Kamrup Rural	15	8.26	1.57			

The above table indicates that the children of the workers in Kamrup metro reported of higher academic score in comparison to the children in Kamrup rural areas. Some of the reasons contributing to this factor were-lack of awareness or illiteracy amongst the parents of such children, insufficient income for sending the children to proper schools, lack of facilities provided by the govt. in such areas.

Table 1.3: Table indicating the average monthly wages of the female domestic workers-

KAMRUP METRO		KAMRUP RURAL	
WAGES	NO. OF WORKERS	WAGES	NO. OF WORKERS
Less than 500	0	Less than 500	04
500-1000	05	500-1000	09
1000-1500	07	1000-1500	02
More than 1500	03	More than 1500	0

The wages of the female domestic workers is found to be higher in Kamrup Metro in comparison to the ones in Kamrup Rural.

Table 1.4: Table depicting the hours worked by Female domestic workers in Kamrup Rural and Kamrup Metro-

KAMRUP METRO		KAMRUP RURAL	
NO. AND DESCRIPTION OF HOURS OF THE WORKERS	NO. OF WORKERS	NO. AND DESCRIPTION OF HOURS OF THE WORKERS	NO. OF WORKERS
8 hours and above	03	8 hours and above	Nil
5-7 hours	02	5-7 hours	07
3-4 hours	01	3-4 hours	05
1-2 hours	08	1-2 hours	03

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The workers who were indulged as baby sitter or other miscellaneous domestic chores had spent 8 hours and above in their workplace. While in Kamrup rural areas, there were no reports of the workers indulging as baby sitters or such miscellaneous work.

CONCLUSION

It can be concluded that the scenario of the female domestic workers in Kamrup rural was found to be comparatively better in comparison to Kamrup metro in relation to adjustment. Whereas, the children of such workers in Kamrup were somehow benefitted by the prevailing developed educational facilities in the area as compared to the ones in the rural areas. The workers had faced various problems in both the areas, v.i.z. poor housing conditions, exposure to excessive heat, cold, diseases and lack of proper hygiene etc. The Govt. of Assam should implement some regulations to facilitate the better working and living conditions of the female domestic workers in the Kamrup Districts. Importance must be given to some factors v.i.z. overtime pay, public holidays, timely payment of salaries, standard daily working hours, ensuring safety regulations and provision of paid leave.

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Ethical Indian Education System- A Need of the Nation

Shelly Bhagat^{1*}

ABSTRACT

The ancient Education system of India, was very much prosperous, value-based and skill focused which further developed the teaching abilities and the intellectual level along with the knowledge of cultural heritage, awareness of responsibility towards nation, and more or less the number of the students participating towards learning. The base of present Indian education system was adopted by Indians from Britishers and the British given Economy system, Judicial system, Administrative System and Parliamentary system of India, is well taken care of by us. The emerging and so called developed phenomenon of corruption has not even spared this value system of learning. In this paper the major areas which are to be focused upon for the improvement and growth of Indian education system by the society to cure and maintain the purity of education in itself is discussed.

Keywords: *Ethics and values of Indian Education System, Teaching, Education, learning, Psychological challenges.*

The most fundamental element of how we perceive the education lies in the distinction often made in academic and policy discourse between the "instrumental" and the "intrinsic" value of education (Dreze and Sen, 1996).

The core vision for education is distracted and hence the nation is losing the sight of broader and useful vision in the rush to find "solutions". The sight of the purpose of education is further lost and it is only being driven by the concerns of multiplying the economy, instead. Making a life better to live should be the aim of Education, not only through the economic upliftment but also through moral, social and spiritual strengthening and awakening. Ethics is a branch of philosophy that deals with the morality; the word ethic has been derived from the Greek word 'ethos' which means 'character' (Paula, 2011). To determine what is good for the individual and for the society, Aristotle said, it is necessary to possess three virtues of practical wisdom: temperance, courage and justice (Paula, 2011). Values which are the guiding principle of life, contribute to the all round development of an individual. Values also add a good quality to the life and it should also contribute to the welfare of family, the community and the nation itself

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(Pattaya, 2011). Education is instrumental in 'nation buliding', through preparation of children for the roles they will play in the future develop of the country.

AREAS TO BE FOCUSED UPON:-

Gender Equality : Gender is embedded with a complex social and institutional structure in India, and It is therfore important to understand the intermeshing of poverty, social inequalities and gender relations. Meaningful access needs to happen at every single step of the education delivery system, right from bringing the child to the school or for that matter, taking the school to child. Right from ensuring that schools are available for all children from any social group to ensure that once the child reaches the school, it is a safe heaven of learning and growth to achieve his or her potential instead of a few skills thrown in a staccato manner.

Content of learning : The goal of quality instructions is more often idealized than realised, as teachers struggle to provide effective instructions. To meet the varied learning needs of students in a classroom, methods that focus on differentiating instruction must have away from a single prescribed lesson and provide teachers with the flexibility to adjust factors such as learning objectives and pace of instruction.

Process of teaching and learning : Utilising this strategy requires the teacher to provide all students with a series of relevant experiences, providing support to analyse rules and principles through discovery learning. Keeping this in mind, the National Council of Education, Research and Training (NCERT) has recently developed exemplar material on curricular adaptations, inclusive teaching and how to adopt flexibility in evaluation for children with disabilities in the classroom. The material is based on an approach whereby the teacher provides meaningful learning experiences to all children in the class and uses simple language and expression that values all children. The material comprises of a number of examples that demonstrate how to change the current teaching practices in classrooms, and support students to become independent learners and actively participate in the learning process. 1.58 lakes mainstream teachers under Sarva Sikhsha Abhiyan have already been trained on this exemplar material.

Learning for the Marginalised, SCs & STs : while in some respects, these groups have achieved some educational advancement, they lag behind in certain other respects which continue to keep them on the margins of the educational, developmental and social mobility processes, thus leaving much to be desired to make members of these castes and tribes as equal members of hitherto unequal Indian society. One area where these groups have shown tremendous progress is in terms of enrollments at the level of education. In primary education, at the first standard of entry into structured and formal education, the enrollments match the most privileged, but by the time they arrive at standard five, their numbers seem to dwindle. For example, the Government of India Report on 'Education for All: Towards Quality and Equity', published by National University of Educational Planning and Administration (NUEPA) in 2014 documents that between 2000-01 and 2013-14, the enrolment of SC children in primary

education increased from 21.3 million to 26.3 million, marking an increase of 24.1 percent in just one decade. Similarly, the enrolment of ST children in primary education during the same decade has increased from 11million to 14.7 million, registering 33.6 percent of increase. At the upper primary level too, both SCs and STs have registered a significant progress (from 6.7 million to 12.9 million in the case of SCs and from 3.1 million to 6.5 million in the case of STs) during 2000-01 to 2013-14.

Vocational Education in India : Government of India has launched the National Skill Development Mission on 15th July, 2015 which coincide with the World Youth Skills Day. The mission has been set up to deliver the Skill India campaign and will create convergence across sectors and states on skill training activities. As of now, the country has 249 training partners, 3222 training centres, 55,70,476 trainees, with 23,88,009 placements so far. While there are many schemes and missions under different ministries like the 'Deen Dayal Antyodaya Yojana' (skill training for urban and rural poor), 'The Digital India' and 'Make in India' campaigns are all steps to encourage skills developments to develop products within India by Indians.

Digital India : the digital India initiative, under pillar 5, Electronic Delivery of Services, the thrust areas is to include 'Massive Online Open Courses (MOOCs)' that shall be developed and leveraged for e-education by Minister of Human Resource Development (MHRD). Government of India is emphasizing on the use of Information and Communication Technology (ICT) for education in a big way. Ministry of HRD, has accordingly embarked on a major and new initiative called 'Study Webs of Active Learning for Young Aspiring Minds' (SWAYAM), which will provide one integrated platform and portal for online courses, using information and communication technology (ICT) and covering all higher education subjects and skill sector courses to ensure that the every student in our country has access to the best quality higher education at an affordable cost.

Psychological Challenges: Majority of the public schools has no counsellors or a social worker, yet schools are being asked to deal with more and more mental health needs of their students. In addition, reports of increased bullying and school violence require a recognition and response to the psychic agony of the school campus. In the last decade, mental health in schools has expanded to address school violence sexual harassment, bullying, substance abuse, discrimination and healthy discipline. Modern school consultation focuses more on early identification and intervention at the individual and systems level to help attain immediate educational and behavioural goals and to prevent long term negative outcomes in the overall personality of children. According to ICMR study (2005), the overall prevalence of child and adolescent mental health disorders is 12-14 per cent.

Politics in Education : There was a time when an entire generation of dedicated teachers was presents in India, who was motivated by ideals and principles that were embedded in the social value system. The number of such teachers has substantially declined. Political interference is

considered one of the most important causes for the declining ethical values in education system of India. The policy relating to recruitment, promotion and transfer of teachers in the education system are yet not formed in many states and thus the human resource management in education is not well organized in India. The political interference is largely responsible for misuse of human resource management in education. Political parties often use many teachers as their party workers and these teachers also participate willingly in politics. Those teachers who are very close to political leaders have records of misconduct and unethical behavior such as irregularity in class teaching, becoming absent from the school without taking leave. Political leaders, high-level bureaucrats and members of the teacher unions also attempt to influence decision-making regarding the recruitment and transfer of teachers. Favoritism, nepotism and bribes are major types of misconduct in teacher's appointment, posting and transfer. So the moral and ethical commitment of teachers has gradually decreased over the years due to political interference (Nuland and Khandelwal, 2001).

Unvaluable Syllabi : In ancient India, the Vedas, the Upanishads, the epics manifested and upheld the values of Indian society. Imparting value education was the main aim of the teachers of the ancient age (Pathania, 2011). The family system in India has a long tradition right from the ancient practice of the Gurukul system. In the ancient time people lived in compound families and elder taught stories to child at home that develops moral values and after that in Gurukul they also primarily taught value education. Therefore, ancient time value education begins at home and it has continued in schools. However, with modern developments and a fast changing role of the parents, it has not been very easy for the parents to impart relevant values in their wards. Today people mostly live in nuclear families and parents are involved in their jobs and they cannot sprout values at home. Present School curriculum lack emphasize on value education. At present value education is not started at home nor taught at schools in India. Although value education is included in the primary education curriculum but at the adolescent or adult stage, which are the most sensitive stages to build the character of the youth, the curriculum finds no space to value education. However the present curriculum makes them perfect money makers, the best politicians, the well-known doctors, the skillful engineers, the greatest musicians, the marvelous actors but fails to make them realize a bit to their identity as human beings (Bala Harish, 2011).

Non- seriousness of teachers : Teachers are the role models of students and in most rural communities, they are the most educated and respected personality. Teachers are the spreader of knowledge who helps developing pupils' understanding, attitudes, skills, learning, and core values (Patrinos and Ruthkagia, 2007). While simultaneously those teachers are mostly absent from classes providing negative role models for students. Education is now in the grasp of corruption because of high rate of teacher absenteeism. The UNESCO's International Institute of Educational Planning study on corruption in education state that there is 25% teacher absenteeism in India which is among the highest in the world. In Bihar two of every five teachers were reported absent, the figure in UP was reported to be one-third of the total teachers. Ghost

Teacher does not just affect quality of education but it is also a huge drain on resources resulting in the wastage of 22.5% of education funds of India (Hallak, and Poisson, 2005). Teacher absenteeism is one of the most serious causes of ethical declining of education. It greatly reduces the overall effectiveness of the school, diminishes pupils' achievements, damages the school's reputation, and induces pupil absenteeism (Bray, 2003).104

DISCUSSION:

Indian education system is not withstands to provide the knowledge to the students but encourages the values which are to be inculcated within an individual to make a balanced life which will eventually leads to a successful life. Knowledge is though provided by the teachers by affecting the students in a meaningful and compassionate form to make them idealise what they actually study. We have to create new and effective methods which will ensure the quality of the education in our country to further improve the world in itself. The areas discussed above should be well taken care of by the society, to maintain the progress and growth towards the ethical and valuable Indian education system. The changes we bring towards the education system will eventually describe the nation's developmental goals and objectives.

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Role of Yoga in Purifying Body

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ABSTRACT

The purpose of this study is to explore the role of yoga in purifying body. Different practices of yoga like yama, niyama, asana, pranayama, pratyahara, dharana, dhyana and samadh purify the body through movements that enhance and improve the flow of blood, oxygen and life force energy in the tissues, muscles and organs. The present paper focuses on how pranayama purify the body.

Keywords: *Physical Purification, Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadh*

Due to 500-year history behind Hatha yoga, an introductory stage of physical purification. It is used to stretch and strengthen the entire person with moving meditations to improve the body. Purification is an essential aim of all the yogic practices, and is the first principle of self-discipline (niyama) in Patanjali's eight-limbed approach (Yama, niyama, asan, pranayama, pratyahara, dharana, dhyana, samadhi). The yogis have revealed that impurities in our internal body adversely affect our state of mind. Through the yogic practices of asana, pranayama, tapas and shatkarma, the body and the mind have become cleansed. The yoga poses compress and massage the muscles and organs to move out old stagnant blood and bring in fresh blood full of nutrients and oxygen. The breathing practices of pranayama purify the body through the balance and cultivation of energy throughout the entire body. Different pranayamas have different actions on the body and thus different purifying effects. Kapalabhati (breath of fire) is warming and energizing, purifying the body through the creation of heat and the movement of energy. Nadi Sodhana (alternate nostril breath) is calming and cleansing, purifying the body through reducing stress and removing blockages in the nadis (energy channels). While tapas creates a conflict between our will and the desire of our mind producing an internal "fire" which enlighten and burns up our mental and physical impurities. The six cleansing practices of shatkarma purify the body by physically removing excesses of mucus or phlegm. These are primarily unexplored practices that must be learned and performed under the supervision of a qualified teacher. The shatkarmas are described as six groups of yogic cleansing techniques: Neti: nasal cleaning and irrigation, Dhauti: cleansing of the digestive tract, Nauli: abdominal massage, Basti: colon

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cleaning, Kapalbhati: purification and vitalization of the brain, and Trataka: blinkless gazing. The goal of these practices is to purge out excesses in order to bring the physical elements into balance. When the body has been purified through the various practices of yoga, the overall result is an increase in the flow of prana through the entire body, improving our capacity to work, think, digest, taste, feel, and experience life. In simple words, we can say that when the body is physically healthy, focused and stress is under control.

There is growing evidence that yoga can have a significant effect on Physical purification. Yoga is an ancient art which helps to purify the physical health of a human being. In yoga, Pranayama helps to purify the impurities from the human body by following practices such as Kapalabhati, bhasrika, nauli, jala neti and sutar neti (Ross and Thomas, 2010; Malhotra et al., 2004). In addition to suryanamaskar (sun salutation) is a very good aerobic exercise for kapha. It is also helpful in the treatment of obesity and depression. The suryanamaskar is an ideal asana for kapha, sun salutation is very active, creates heat, and opens the chest. Individuals can benefit from sun salutations during the time of day (Mark, 2010; Malhotra et al., 2004). Thus the aim of this study is to examine the role of yoga in purifying body.

The paper is structured as follows. After introduction, concept of yoga and physical purification. Next, we develop a conceptual framework illustrating the physical purification through yoga. The paper is concluded by highlighting yoga implications, limitations, and future research.

Concept of yoga and physical purification

Yoga

The term 'yoga' derived from sanskrit root 'yuj' which means "union". In the spiritual sense, yoga means union of the mind with the divine intelligence of the universe. In the views of Patanjali, who is supposed to be the founder of yoga, the meaning of the word 'yuj' is to stabilise the mind for the union of Atma and Parmatma. In short we can say that yoga is a way to join god. In modern times yoga play a very important role in our life. Each individual run after money. Some of them keep busy themselves busy in unhealthy competition. Therefore Each individual must regular practices of yoga to make a happy life. yoga is very helpful to remove the tensions, make concentration, free from sufferings and improve the physical health. Moreover, it develops optimum level of health to lead happy and prosperous life (Ward et al., 2014). Yoga aims through its practices to liberate a human being from the conflicts of duality (body-mind), which exists in every living thing, and from the influences of gunas, the qualities of universal energy that are present in everything. In other words, one of the yoga practices, hatha yoga is based on the knowledge, development, and balance of psychophysical yoga. The three main elements used in hatha yoga to attain its purposes are the body, physical part of the man; the mind, the subtle part; and the element that relates the body with the mind in a special way, the breath (James and Raub., 2002). On the other hand, Yoga consists of eight stages (Yama, niyama, asan, pranayama, pratyahara, dharana, dhyana, samadhi) to achieve the union of Atma and Parmatma.

Table 1: Categories of yoga

Categories of yoga	Description
Yama	It is basic principles for the benefit of society such as honesty, truthful, non-violence, non-steal and absence of lust (Giri, 2006)
Niyam	It is the basic principles for self like a healthy body, hygienic habits, proper diet, sleep, rest, work routine, etc. (Babu, 2012)
Asanas	It is slow stretching activities performed to improve the whole body fitness (Giri, 2006)
Pranayam	It is a systematic control of breathing performed to improve the internal functioning of the whole body. (Malhotra et al., 2004)
Pratyahara	It develops the inner mental strength by controlling sense organs (Mallison, 2004)
Dharana	It helps to fixing the concentration on single object i.e., concentration (Giri, 2012)
Dhyana	It help to make a high level of concentration (James and Raub, 2002)
Smadhi	It is state of union with god (Giri, 2012)

The various categories of yoga are discussed in table 1.

Table 2: Definitions of yoga

Authors	Define
Swami Digambar ji	"Yoga is a union of atma and parmatma"
Satyapal	"Yoga is derived from sanskrit word 'yuj' which means the union of soul with god"
Shankracharya	"Yoga is withdrawal of senses organs from the worldly objects and their control".

Physical purification

Pranayam

Pranayam can be considered as an breathing air as power of life. Pranayams are systematic rhythmic manage of breathing to provide deep effects over individual. Pranayams are also systematic activities in which inhale, exhale and holding of breath are controlled. There are numerous ways of Pranayams based on this technique of inhale, exhale, and holding of breathing include kapalbhati, bhastrika, nauli, jalaneti and sutar neti (Malhotra et al. , 2009).

A) Kapalbhati pranayama

Kapalbhati pranayama is an important kind of breathing exercise that helps to relieve of various ailments over a period of time. The word kapalbhati is composed of two words kapal and bhati. "Kapal" means skull (skull includes all organs under the skull too) and "bhati" means shining. Due to course of action, the organs under the skull mainly the brain and the small brain are

inclined in a good manner. Kapalbhathi is done in a sitting posture (Panwar et al., 2012). In the words of Gherand samhita, Kapalbhathi is deliberated mainly to the cleaning of other effects. The process of kapalbhathi include short and strong forceful exhalations and inhalation happen automatically. Kapalbhathi include vatakrama, vyutkrama, and sheetkrama kapalbhathi.

- 1) Vatakrama kapalbhathi:- It is similar to bhastrika, a mechanism of pranayama, expect that exhalation is active while inhalation is passive, the opposite of normal breathing.
- 2) Vyutkrama kapalbhathi:- It is similar to jala neti, it includes sniffing water through the nostrils and letting it flow down into the mouth and then spitting it out.
- 3) Sheetkrama kapalbhathi:- It is reversed of vyutkrama kapalbhathi, in which water is taken through the mouth and then expelled through the nose.

In addition to patient's suffereing from heart trouble, lung trouble should practice this under an expert guidance. Each individual who are suffering from diseases of blood circulation should also perform the process under guidance and care of experts.

B) Bhastrika pranayam

The term bhastrika pranayam can be considered as increases the flow of air into the body to produce inner heat at the physical and subtle level. It is also known as bellows breathe. It is helpful to release toxins present in the body that are produced from excess of air, bile, and phlegm, relief in various throat inflammations, remove diseases of the nose and chest and eradicates ashtma etc., expand and fortifies our nervous system, burn fat and promote naturally weight loss. In addition to this pranayam is strictly prohibited for those who are suffering from heart problems and high blood pressure (Bhavanani et al., 2012).

C) Jala neti

The term jala neti literally means "water cleansing". Jala neti is performed as routinely as using a toothbrush. Jala neti is performed daily usually the first thing in the morning with other cleansing practices. Sometimes it is done more often such as the end of the day if you work or live in a dusty or polluted environment. When dealing with problem of congestion it can be peformed up to four times a day and has been shown up to speed the healing process for common colds (Shankarappa, 2012). In jala neti, the warm salty water flow through one side of the nasal cavity and out the other nostril. It is helpful to remove all dirt and bacteria filled mucus from within the nose. Jala neti is also helpful for headaches, epilepsy, depression and general mental tension. Neti is of great importance for problems related with the eyes. Neti is admirable for those who are trying to quit smoking (Bhavanani et al., 2012).

D) Nauli

Nauli can be considered as a yogic cleansing exercise or kriya. Nauli cleanses the internal organs and abdominal region such as side-to-side rolling motion of the abdominal muscles (Panwar et al., 2012). In other words we can say that this massage is great for your kidneys and liver, your

Role of Yoga in Purifying Body

bladder and your pancreas, gall bladder and reproductive organs. Nauli is also beneficial for those people who are suffering from diabetes. In the views of Brian Dana Akers "lower the shoulders. Revolve the stomach left and right with the speed of a strong whirlpool. This is called nauli by the masters. this nauli is the crown of hatha practices. Nauli encourages a weak gastric fire, restore the digestion, always bring happiness, and dries up all defects and diseases" (Malthotra et al., 2009). Nauli is also considered as an difficult exercise, which can be learned only perseverance and patience. Nauli is helpful for the recovery of constipation. The exercise may clean the small intestine and eliminate digesting problems. In addition to nauli should not be performed by pregnant women or people with hypertension, heart diseases, or various gastrointestinal ailments.

Conceptual framework

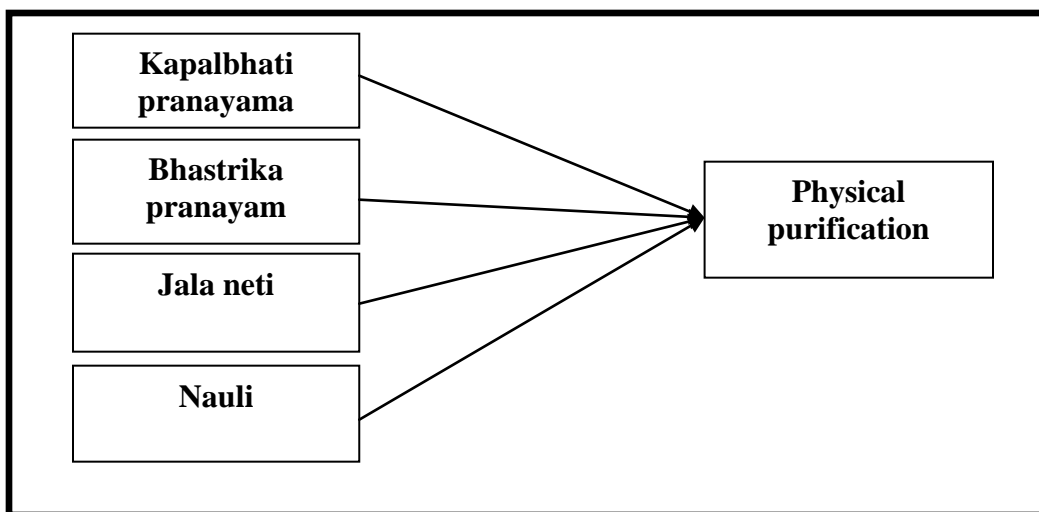


Figure 1. Physical purification through yoga

Figure 1 shows that with the help of yoga, body can be purified through pranayama such as kapalbhati, bhastrika pranayam, jala neti, and nauli as discussed earlier.

Implications, Limitations and Future Research

The paper conceptual in nature, contributes in an understanding the role of yoga in purifying body. Yoga can be considered as one of the significant aspects to purify the body of a human being. One of significant technique of yoga i.e. pranayam namely kapalbhati, bhastrika pranayam, jala neti, and nauli contribute to physical purification. The previous literature identified that the yoga can contribute to make a happier life to the extent that they impact on the physical fitness. The proposed framework can serve to guide empirical studies and to illuminate understanding of the role of yoga in purifying body.

Few limitations of this study need to be acknowledged. First, each practices of yoga cannot be performed by every individual. For instances bhastrika pranayam cannot be performed by heart problems and high blood pressure patients. Where as nauli should not be performed by pregnant

women or people with hypertension, heart disease, or various gastrointestinal ailments. Second, Practices of yoga used for physical purification are limited. In future research other practices of yoga for physical purification can be considered such as ujayii pranayam, sitli pranayam, bhramanri pranayam. Lastly the paper is conceptual in nature and empirical studies should be done in future research.

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Spirituality as a Coping Strategy among Practitioners and Non Practitioners

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ABSTRACT

Taking the path less travelled by exploring your spirituality can lead to a clearer life purpose, better personal relationships and enhanced stress management skills. This study explores the role played by spirituality in coping and presents the relationships between spiritual dimensions and coping styles. Spirituality has been considered as an important buffer against stressful events which may help people to overcome their distress and difficulties. Some stress relief tools are very tangible: exercising more, eating healthy foods and talking with friends. A less tangible — but no less useful — way to find stress relief is through spirituality. Spirituality has many definitions, but at its core spirituality helps to give our lives context. It's not necessarily connected to a specific belief system or even religious worship. Instead, it arises from your connection with yourself and with others, the development of your personal value system, and your search for meaning in life. For many, spirituality takes the form of religious observance, prayer, meditation or a belief in a higher power. For others, it can be found in nature, music, art or a secular community. Spirituality is different for everyone. **Methods:** One hundred individuals completed questionnaires which included the *Expressions of Spirituality Inventory* Douglas A. MacDonald 1997 and the *Coping Strategies Assessment* by DJ, 2008. The results suggest that five spiritual dimensions, i.e., Experiential/ Phenomenological Dimensions (EPD), Cognitive Orientation towards Spirituality (COS), Existential Well- Being (EWB), Paranormal Beliefs (PAR), and Religiousness (REL) play an important role in coping processes. The dimensions have a different impact on particular styles depending on their internal structure. Overall spirituality was associated with Task-oriented and Social Diversion coping. It means that people characterized by a high level of spirituality will try to solve problems through efforts aimed at solving the problem and seeking out social support. There was no statistically significant relationship between Religious attitudes and coping styles. Ethical sensitivity was positively connected with using Task-oriented, Avoidance-oriented, and Social Diversion coping. Harmony was associated positively with Task-oriented, but negatively with Avoidance-oriented, coping. The relationships between spirituality dimensions and coping styles confirmed the assumption that people's reactions to stress relate to the configuration of their spiritual qualities. **Results and Implications:** The study reported that there is significant relationship between spirituality and coping. Individuals high on spirituality have positive coping strategies whereas individuals low on spirituality has negative coping strategies. Also it adds to the already existing data pool with equivocal studies.

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Keywords: *Spirituality, Practitioners, Non Practitioners*

“**A** set of strategies used by **individuals** to attain meaning, hope, comfort and inner peace” ~
Steven D. Ehrlich, NMD

Spirituality is a process of personal transformation, either in accordance with traditional religious ideals, or, increasingly, oriented on subjective experience and psychological growth independently of any specific religious context. In a more general sense, it may refer to almost any kind of meaningful activity or blissful experience. There is no single, widely-agreed definition for the concept.

Spirituality can also motivate a person toward the use of effective coping strategies. Lazarus and Folkman (1984) defined coping as cognitive and behavioral efforts aimed to manage external or internal demands that exceed the resources of the person. They proposed two types of coping strategies, emotion-focused coping strategies aimed at alleviating negative emotions, and problem-focused coping strategies that include efforts to deal with stressful situations directly. There have been a range of suggestions for how spirituality affects coping strategies. For instance, Barbarin (1993) suggested that, in stressful situations, spirituality enhances resilience and optimism. Similarly, Hefti (2011) was of the view that spirituality increases personal empowerment in the face of stressors with the sense of being secured by God. It was also postulated that spirituality increases reliance on problem-solving strategies (Pargament et al., 1992), a sanguine choice, compared to surrendering to the stressors (Carver, Scheier, & Weintraub, 1989).

REVIEW

- **Cashwell and Young 2011**, The authors make a clear distinction between spiritual–religious counseling and integrating spirituality–religion into the practice of counseling. The aim of the study was to inform practitioners of the value of integrating spirituality and religion into the practice of counseling.
- **Briggs and Rayle 2005**, The demonstrated need to address spirituality in counselor education and clinical settings has recently become evident. Issues such as spiritual and religious diversity, the desire of many clients to address spiritual concerns in counseling, and recently developed guidelines for implementing spirituality in counseling create a unique call.
- **Hook 2013**, The research shows that religious counseling approaches consistently outperformed control conditions. On a basic level, religious counseling approaches seem to work. When comparing religious counseling approaches to similar secular counseling approaches, there were no differences on psychological outcomes such as depression or anxiety.

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- **Koenig 2009**, Religious and spiritual factors are increasingly being examined in psychiatric research. Religious beliefs and practices have long been linked to hysteria, neurosis, and psychotic delusions. However, recent studies have identified another side of religion that may serve as a psychological and social resource for coping with stress. After defining the terms religion and spirituality, this paper reviews research on the relation between religion and (or) spirituality, and mental health, focusing on depression, suicide, anxiety, psychosis, and substance abuse.

METHODS:

Aim:

- To study spirituality as a coping strategy among practitioners and non practitioners.

Objectives:

- To study spiritualism as a coping strategy among individuals with high spiritual level.
- To study spiritualism as a coping strategy among individuals with low spiritual level.
- To study spiritualism as a coping strategy among both females and males at an individual level.

Hypothesis

- There would be statistically significant positive effect of coping strategies among practitioners and non practitioners.
- There would be statistically significant negative effect of coping strategies among practitioners and non practitioners.
- There would be statistically correlation in levels of spirituality between the male and the female.

Sample and Participants

Sample :	Age:	Location:	Occupation:
100 -50 males -50 females	35-50	Online	Any

Research Design

- The research design of the particular study will be ex post facto research design.
- Ex-post-facto is a type of research design where in studies has already been done in the selected field and hence the aim stands out to work on new findings.
- Studies have been done on spiritualism so far, hence this study aims to understand spiritualism as a coping strategy.

Tools

Expressions of Spirituality Inventory (1997)

ESI was developed by Douglas A MacDonald in 1997, it is a 100 item paper and pencil self report instrument that utilises a five point response scale which is designed to measure a five dimensional descriptive model of the expressions of spirituality. The five dimensions are Experiential/ Phenomenological Dimensions (EPD), Cognitive Orientation towards Spirituality (COS), Existential Well- Being (EWB), Paranormal Beliefs (PAR), and Religiousness (REL). These dimensions can be seen as encompassing five broad and somewhat intercorrelated content areas which reflects the expressive modalities of spirituality. In its totality ESI takes about 30 minutes to complete.

Coping Strategies Assessment (2009)

Coping Strategies Assessment was developed by Anspaugh DJ, et al. in 2009 to assess a broad range of coping responses, several of which had an explicit basis in theory. The inventory includes some responses that are expected to be dysfunctional, as well as some that are expected to be functional. The assessment includes 44 items including positive coping and negative coping.

RESULTS AND DISCUSSION

The study conducted reveals that practitioners show higher level of positive coping strategies as compared to non practitioners. When there is higher level of positive coping strategy there is higher level of spirituality among individuals and when there is higher level of negative coping strategy there is lower level of spirituality among individuals.

CONCLUSION

The relationships between spirituality dimensions and coping styles confirmed the assumption that people's reactions to stress relate to the configuration of their spiritual qualities.

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Colors and Its Significance

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ABSTRACT

Color is a meaningful constant for sighted people and it's a powerful psychological tool. Attention is captured subconsciously for color before people can consciously attend to something. Color psychology is the study of hues as a determinant of human behavior. By using color psychology, you can send a positive or negative message, encourage sales, calm a crowd, or make an athlete pump iron harder. Color therapy is also known as chromotherapy, color therapy, colorology or cromatherapy. In this chapter it gives meanings of various colors, what colors means, how do they affect mood and personality of person. It gives an account of what color psychology is, and uses of color psychology in treating illness as well its use in marketing business.

Keywords: *Color, Significance, Personality, Color Therapy*

Color is a form of non verbal communication. Each color has many aspects to it. It is not a static energy and its meaning can change from one day to the next with any individual - it all depends on what energy they are expressing at that point in time. The meaning of colors can vary depending on culture and circumstances.

The physiological and emotional effect of color in each person is influenced by several factors such as past experiences, culture, religion, natural environment, gender, race, and nationality.. Color decisions can influence both direct messages and secondary brand values and attributes in any communication.

Attention is captured for color subconsciously before people can consciously attend to something (Kawasaki, Masahiro, Yamaguchi & Yoko).

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MEANINGS OF COLOR

1.Black

Black is the color of authority and power, stability and strength. It is also the color associated with intelligence (doctorate in black robe; black horn rimmed glasses, etc.) Black clothes make people appear thinner. It's a somber color sometimes associated with evil (the cowboy in the black hat was almost always the "bad guy"). In the western hemisphere black is associated with grieving. Black is a serious color that evokes strong emotions; it is easy to overwhelm people with too much black (Business, Sales and the World Wide Web Are In Color).

The psychological implications of black are considerable. It creates protective barriers, as it absorbs all the energy coming towards you, and it enshrouds the personality. Black is essentially an absence of light, since no wavelengths are reflected and it can, therefore be menacing; many people are afraid of the dark. Positively, it communicates absolute clarity, with no fine nuances. It communicates sophistication and uncompromising excellence and it works particularly well with white. Black creates a perception of weight and seriousness. (Psychological Properties Of Colours & www.colour-affects.co.uk/psychological-properties-of-colours).

Positive: Sophistication, glamour, security, emotional safety, efficiency, substance.

Negative: Oppression, coldness, menace, heaviness.

2.White

For most of the world this is the color associated with purity (wedding dresses); cleanliness (doctors in white coats) and the safety of bright light (things go bump in the night ... not the bright sunshine!). It is also used to project the absence of color, or neutrality. In some eastern parts of the world, white is associated with mourning. White is also associated with creativity (white boards, blank slates). It is a compression of all the colors in the color spectrum (Business, Sales and the World Wide Web Are In Color).

Just as black is total absorption, so white is total reflection. In effect, it reflects the full force of the spectrum into our eyes. Thus it also creates barriers, but differently from black, and it is often a strain to look at. It communicates, "Touch me not!" White is purity and, like black, uncompromising; it is clean, hygienic, and sterile. The concept of sterility can also be negative. Visually, white gives a heightened perception of space. The negative effect of white on warm colours is to make them look and feel garish (Psychological Properties Of Colours & www.colour-affects.co.uk/psychological-properties-of-colours).

Positive: Hygiene, sterility, clarity, purity, cleanness, simplicity, sophistication, efficiency.

Negative: Sterility, coldness, barriers, unfriendliness, elitism.

3.Gray

Gray is most associated with the practical, timeless, middle-of-the-road, solid things in life. Too

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much gray leads to feeling mostly nothing; but a bit of gray will add that rock solid feeling to your product. Some shades of gray are associated with old age, death, taxes, depression or a lost sense of direction. Silver is an off-shoot of gray and often associated with giving a helping hand, strong character (sterling in-fact!) (Business, Sales and the World Wide Web Are In Color).

A virtual absence of colour is depressing and when the world turns grey we are instinctively conditioned to draw in and prepare for hibernation. Unless the precise tone is right, grey has a dampening effect on other colours used with it. Heavy use of grey usually indicates a lack of confidence and fear of exposure (Psychological Properties Of Colours).

Positive: Psychological-neutrality.

Negative: Lack of confidence, dampness, depression, hibernation, lack of energy.

4.Red

If you want to draw attention, use red. It is often where the eye looks first. Red is the color of energy. It's associated with movement and excitement. People surrounded by red find their heart beating a little faster and often report feeling a bit out of breath. It's the absolute wrong color for a baby's room but perfect to get people excited. Wearing red clothes will make you appear a bit heavier and certainly more noticeable (some studies show red cars get more tickets but that may be because the red car owners drive faster or the ticket giver notices the movement of the red car more prominently). Red is not a good color to over use but using a spot of red in just the right place is smart in some cases (one red accent in an otherwise neutral room draws the eye; a red tie with a navy blue suit and a white shirt adds just the right amount of energy to draw the eye (no wonder it's the "uniform of the day" at the seats of government). Red is the symbol of life (red blooded life!) and, for this reason, it's the color worn by brides in China. Red is used at holidays that are about love and giving (red roses, Valentines hearts, Christmas, etc.) but the true color of love is pink (Business, Sales and the World Wide Web Are In Color).

RED: is physical, Red is strong, and very basic. Pure red is the simplest colour, with no subtlety. It is stimulating and lively, very friendly. At the same time, it can be perceived as demanding and aggressive(Psychological Properties Of Colours)

Positive: Physical courage, strength, warmth, energy, basic survival, 'fight or flight', stimulation, masculinity, excitement.

Negative: Defiance, aggression, visual impact, strain.

5.Blue

Ask people their favorite color and a clear majority will say blue. Much of the world is blue (skies, seas). Seeing the color blue actually causes the body to produce chemicals that are calming; but that isn't true of all shades of blue. Some shades (or too much blue) can send a cold and uncaring message. Many bedrooms are blue because it's calm, restful color. Over the ages

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blue has become associated with steadfastness, dependability, wisdom and loyalty (note how many uniforms are blue). People tend to be more productive in a blue room because they are calm and focused on the task at hand. Some studies are showing that weight lifters can lift more weight in a blue gym - in fact, nearly all sports are enhanced in blue surroundings(Business, Sales and the World Wide Web Are In Color).

BLUE is intellectual. Blue is the colour of the mind and is essentially soothing; it affects us mentally, rather than the physical reaction we have to red. Strong blues will stimulate clear thought and lighter, soft blues will calm the mind and aid concentration. Consequently it is serene and mentally calming. It is the colour of clear communication.

Time and again in research, blue is the world's favourite colour. However, it can be perceived as cold, unemotional and unfriendly (Psychological Properties Of Colours).

Positive: Intelligence, communication, trust, efficiency, serenity, duty, logic, coolness, reflection, calm.

Negative: Coldness, aloofness, lack of emotion, unfriendliness.

6.Green

The color of growth, nature, and money. A calming color also that's very pleasing to the senses. Dark forest green is associated with terms like conservative, masculine and wealth. Hospitals use light green rooms because they are found to be calming to patients. It is also the color associated with envy, good luck, generosity and fertility. It is the traditional color of peace, harmony, comfortable nurturing, support and well paced energy (Business, Sales and the World Wide Web Are In Color).

GREEN is balance. Green strikes the eye in such a way as to require no adjustment whatever and is, therefore, restful. Being in the centre of the spectrum, it is the colour of balance - a more important concept than many people realise (Psychological Properties Of Colours).

Positive: Harmony, balance, refreshment, universal love, rest, restoration, reassurance, environmental awareness, equilibrium, peace.

Negative: Boredom, stagnation, blandness, enervation.

7. Yellow

Cheerful yellow is the color of the sun, associated with laughter, happiness and good times. A person surrounded by yellow feels optimistic because the brain actually releases more serotonin (the feel good chemical in the brain) when around this color. It is the color associated with optimism but be careful with yellow; when intense, it is the color of flames and studies show babies cry more in (bright) yellow rooms and tempers flare more around that color too. It has the power to speed up our metabolism and bring out some creative thoughts (legal tablets are yellow for good reason!). Yellow can be quickly overpowering if over-used, but used sparingly in the just the right place it can be an effective tool in marketing to greater sales. Some shades of yellow are associated with cowardice; but the more golden shades with the promise of better times (Business, Sales and the World Wide Web Are In Color).

YELLOW is emotional. In this case the stimulus is emotional, therefore yellow is the strongest colour, psychologically (Psychological Properties Of Colours).

Positive: Optimism, confidence, self-esteem, extraversion, emotional strength, friendliness, creativity.

Negative: Irrationality, fear, emotional fragility, depression, anxiety, suicide.

8. Orange

The most flamboyant color on the planet! It's the color tied most this fun times, happy and energetic days, warmth and organic products. It is also associated with ambition. There is nothing even remotely calm associated with this color. Orange is associated with a new dawn in attitude (Business, Sales and the World Wide Web Are In Color).

Orange is stimulating and reaction to it is a combination of the physical and the emotional. It focuses our minds on issues of physical comfort - food, warmth, shelter etc. - and sensuality. It is a 'fun' colour. Negatively, it might focus on the exact opposite – deprivation (Psychological Properties Of Colours).

Positive: Physical comfort, food, warmth, security, sensuality, passion, abundance, fun.

Negative: Deprivation, frustration, frivolity, immaturity.

9. Purple/violet

What color were the robes of kings and queens? Yes, they were purple, our most royal color that is associated with wealth, prosperity, rich sophistication. This color stimulates the brain activity used in problem solving. However, when overused in a common setting it is associated with putting on airs and being artificial. Use purple most carefully to lend an air of mystery, wisdom, and respect. Young adolescent girls are most likely to select nearly all shades of purple as their favorite color (Business, Sales and the World Wide Web Are In Color).

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VIOLET is spiritual. It is highly introvertive and encourages deep contemplation, or meditation. It has associations with royalty and usually communicates the finest possible quality (Psychological Properties Of Colours).

Positive: Spiritual awareness, containment, vision, luxury, authenticity, truth, quality.
Negative: Introversion, decadence, suppression, inferiority.

10. Brown

This color is most associated with reliability, stability, and friendship. More are likely to select this as their favorite color. It's the color of the earth itself "terra firma" and what could represent stability better. It too is associated with things being natural or organic. Caution however, for in India it is the color of mourning (Business, Sales and the World Wide Web Are In Color).

Brown usually consists of red and yellow, with a large percentage of black. Consequently, it has much of the same seriousness as black, but is warmer and softer. It has elements of the red and yellow properties. Brown has associations with the earth and the natural world. It is a solid, reliable colour and most people find it quietly supportive - more positively than the ever-popular black, which is suppressive, rather than supportive (Psychological Properties of Colours).

Positive: Seriousness, warmth, Nature, earthiness, reliability, support.

Negative: Lack of humour, heaviness, lack of sophistication.

11. PINK

Pink is the most calming of all colors, often our most dangerous criminals are housed in pink cells as studies show that the color drains energy and calms aggression. Think of pink as the color of romance, love, and gentle feelings, to be in the pink is to be soothed (Business, Sales and the World Wide Web Are In Color).

Being a tint of red, pink also affects us physically, but it soothes, rather than stimulates. (Interestingly, red is the only colour that has an entirely separate name for its tints. Tints of blue, green, yellow, etc. are simply called light blue, light green etc.) Pink is a powerful colour, psychologically. It represents the feminine principle, and survival of the species; it is nurturing and physically soothing. Too much pink is physically draining and can be somewhat emasculating.

Positive: Physical tranquility, nurture, warmth, femininity, love, sexuality, survival of the species.

Negative: Inhibition, emotional claustrophobia, emasculation, physical weakness (Psychological Properties of Colours).

Different colors are perceived to mean different things. For example, tones of red lead to feelings of excitement while blue tones are often associated with feelings of relaxation. Both of

Colors and Its Significance

these emotions are pleasant, so therefore, the colors themselves procure positive feelings in advertisements. The chart below gives perceived meanings of different colors in the United States.

Functional (F): fulfills a need or solves a problem, Sensory-Social (S): conveys attitudes, status, or social approval (Bottomley, P.A and Doyle, J.R. 2006).

White	Happiness (S)	Sincerity (S)	Purity (S)	
Black	Grief (S)	Sophistication (S)	Expensive (F)	Fear (S)
Brown	Ruggedness (S)			
Violet/Purple	Authority (S)	Sophistication (S)	Power (S)	
Pink	Sophistication (S)	Sincerity (S)		
Blue	Masculine (S)	Competence (S)	High quality (F)	Corporate (F)
Green	Good Taste (F)	Envy (S)		
Yellow	Jealousy (S)	Competence (S)	Happiness (S)	
Red	Lust (S)	Negative Issues (F)	Excitement (S)	Love (S)

Labrecque, L.I.; Milne, G.R. (2011)., Aslam, M.M (2006) & Piotrowski, C.; Armstrong, T. (2012).

MOOD AND COLOR

The physiological and emotional effect of color in each person is influenced by several factors such as past experiences, culture, religion, natural environment, gender, race, and nationality (Connecting with Color).

Color can sharpen our senses, color healers and therapists recommend specific colors to their clients based on specific emotional issues like anger, hurt, depression, resentment etc. By wearing color crystals that are specifically known to counter these emotions, people have noted **improved moods and positivity**. Certain colors actually affect the different hormones and organs and these, in turn, encourage us to acknowledge our wisdom and our power within. People wearing certain colored clothes claim **sharper awareness, more confidence** as well as **greater energy**. Often color therapy is recommended in tandem with Yoga, so people develop complete mind body awareness and mindfulness to live fully (www.colormeanings.com & Top Reasons Why We Should All Practice Color Therapy And Color Healing).

PSYCHOLOGY OF COLORS

Color has long been used to create feelings of coziness or spaciousness. However, how people are affected by different color stimuli varies from person to person. For example, Blue is the top choice for 35% of Americans, followed by green (16%), purple (10%) and red (9%) (Emotional Reactions to Color by Kathy Lamancusa).

There is evidence that color preference may depend on ambient temperature. People who are cold prefer warm colors like red and yellow while people who are hot prefer cool colors like blue and green. Some research has concluded that women and men respectively prefer "warm" and "cool" colors (Whitfield, T. W. A., & Wiltshire, T. J. 1990).

A few studies have shown that cultural background has a strong influence on color preference. These studies have shown that people from the same region regardless of race will have the same color preferences. Also, one region may have different preferences than another region (i.e., a different country or a different area of the same country), regardless of race.

Children's preferences for colors they find to be pleasant and comforting can be changed and can vary, while adult color preference is usually non-malleable (Whitfield, T. W. A., & Wiltshire, T. J. 1990).

A study by psychologist Andrew J. Elliot tested to see if the color of a person's clothing could make them appear more sexually appealing. He found that to men, women dressed in the color red were significantly more likely to attract romantic attention than women in any other color. However, for women, the color of one's shirt made no difference in their level of attractiveness (Alter, Adam. 2013).

Despite cross-cultural differences regarding what different colors meant there were cross-cultural similarities regarding what emotional states people associated with different colors in one study. For example, the color red was perceived as strong and active (Diana Widemann, Robert A. Barton, and Russel A. Hill. Evolutionary perspectives on sport and competition. In Roberts, S. C. ,2011).

COLOR PSYCHOLOGY

Color psychology is the study of hues as a determinant of human behavior. Color can indeed influence a person; however it is important to remember that these effects differ between people. Factors such as gender, age, and culture can influence how an individual perceives color. For example, males reported that red colored outfits made women seem more attractive, while women answered that the color of a male's outfit did not affect his attractiveness(Color psychology: From Wikipedia, the free encyclopedia).

Carl Jung is most prominently associated with the pioneering stages of color psychology. Jung was most interested in colors' properties and meanings, as well as in art's potential as a tool for psychotherapy. His studies in and writings on color symbolism cover a broad range of topics, from mandalas to the works of Picasso to the near-universal sovereignty of the color gold, the lattermost of which, according to Charles A. Riley II, "expresses ... the apex of spirituality, and intuition"(Riley, Charles A. II. "Color Codes: Modern Theories of Color in Philosophy, Painting and Architecture, Literature, Music, and Psychology",1995). In pursuing his studies of color usage and effects across cultures and time periods, as well as in examining his patients' self-created mandalas, Jung attempted to unlock and develop a language, or code, the ciphers of which would be colors.

He looked to alchemy to further his understanding of the secret language of color, finding the key to his research in alchemical transmutation. His work has historically informed the modern field of color psychology.

General model

The general model of color psychology relies on six basic principles:

1. Color can carry specific meaning
2. Color meaning is either based in learned meaning or biologically innate meaning.
3. The perception of a color causes evaluation automatically by the person perceiving.
4. The evaluation process forces color-motivated behavior.
5. Color usually exerts its influence automatically.
6. Color meaning and effect has to do with context as well (Whitfield, T. W. A., & Wiltshire, T. J. (1990).

Although different colors can be perceived in different ways, the name of those colors matters as well (Skorinko, J.L (2006) & Babin, Barry J).

Color Psychology: The Color White

- Purity, innocence, cleanliness, sense of space, neutrality and mourning (in some cultures/societies)

Color Psychology: The Color Black

- Authority, power, strength, evil, intelligence, thinning / slimming and death or mourning

Color Psychology: The Color Gray

- Neutral, timeless and practical

Color Psychology: The Color Red

- Love, romance, gentle, warmth, comfort, energy, excitement, intensity, life and blood

Color Psychology: The Color Orange

- Happy, energetic, excitement, enthusiasm, warmth, wealth prosperity, sophistication, change and stimulation

Color Psychology: The Color Yellow

- Happiness, laughter, cheery, warmth, optimism, hunger, intensity, frustration, anger and attention-getting

Color Psychology: The Color Green

- Natural, cool, growth, money, health, envy, tranquility, harmony, calmness and fertility

Color Psychology: The Color Blue

- Calmness, serenity, cold, uncaring, wisdom, loyalty, truth, focused and un-appetizing

Color Psychology: The Color Purple

- Royalty, wealth, sophistication, wisdom, exotic, spiritual, prosperity, respect and mystery

Color Psychology: The Color Brown

- Reliability, stability, friendship, sadness, warmth, comfort, security, natural, organic and mourning (in some cultures/societies)

Color Psychology: The Color Pink

- Romance, love, gentle, calming and agitation (Color Psychology: The Emotional Effects of Colors).

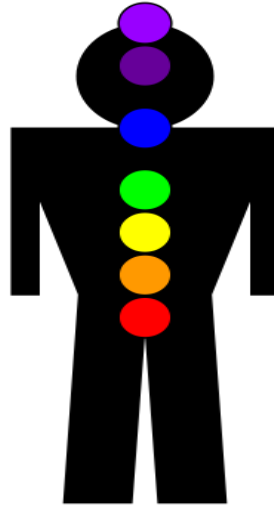
CHROMOTHERAPY

Chromotherapy, sometimes called **color therapy**, **colorology** or **chromatherapy**, is an alternative medicine method, which is considered pseudoscience (F. Williams, 2013). Chromo therapists claim to be able to use light in the form of color to balance "energy" lacking from a person's body, whether it be on physical, emotional, spiritual, or mental levels. Research has shown it is ineffective ("Light Therapy" & American Cancer Society, 2011).

Color therapy is distinct from other types of light therapy, such as neonatal jaundice treatment (Dobbs, R. H & Cremer, R. J. 1975, "Phototherapy") and blood irradiation therapy which is a scientifically accepted medical treatment for a number of conditions ("Light Therapy" & American Cancer Society, 2011), and from photobiology, the scientific study of the effects of light on living organisms.

Colors and Its Significance

A New Age conceptualisation of the chakras of Indian body culture and their positions in the human body. Practitioners of ayurvedic medicine believe the body has seven "chakras", which some claim are 'spiritual centers', and which are held to be located along the spine. New Age thought associates each of the chakras with a single color of the visible light spectrum, along with a function and organ or bodily system. According to this view, the chakras can become imbalanced and result in physical diseases, but application of the appropriate color can allegedly correct such imbalances. The purported colors and their associations are described as: (Chromotherapy ,From Wikipedia, the free encyclopedia).



Color	Chakra	Chakra location	Alleged function
Red	First	Base of the spine	Grounding and Survival
Orange	Second	Lower abdomen, genitals	Emotions, sexuality
Yellow	Third	Solar plexus	Power, ego
Green	Fourth	Heart	Love, sense of responsibility
Blue	Fifth	Throat	Physical and spiritual communication
Indigo	Sixth	Just above the center of the brow, middle of forehead	Forgiveness, compassion, understanding
Violet	Seventh	Crown of the head	Connection with universal energies, transmission of ideas and information

According to author Carol Jackson, in her book “Color Me Beautiful”, chromotherapy or color therapy, can be used to enhance one’s mind and spirit. She gives the example of how certain colors used in one’s attire can help bring out the color of the wearer’s eyes ,hair etc. Since some colors help flatter and compliment us, we naturally feel more confident wearing them. By

Colors and Its Significance

choosing a color palette that suits our personality, we can actually perform better in professional and personal lives.

Even in the past; artists like Rembrandt and Michelangelo used colors to symbolically convey messages in their paintings. Likewise, modern color therapy is known to stimulate emotions and feelings such as:

1. Vitality and passion (Red)
2. Optimism and expansion (Orange)
3. Healing and growth (Green)
4. Joy and Creativity (Yellow) (How Color Therapy or Chromotherapy Can Heal Your Body & [www.colormeanings.com/how color therapy or chromotherapy can heal your body](http://www.colormeanings.com/how-color-therapy-or-chromotherapy-can-heal-your-body)).

Color Therapy for the body:

Chromotherapy, when used for healing the body, utilizes colors based on their electrical and heating properties. Some colors actually cool and soothe the nerves (e.g. dark-violet, indigo etc) while some can excite or heat the blood (e.g. red-orange or dark red etc).few examples of chromotherapy for healing the body:

1. Red, in color therapy, is used to stimulate and increase the action of arterial blood. Hence, drugs which are red, such as Capsicum, cloves, balsam of Peru, red cedar and musk etc are used for stimulating oxygen in the blood. Likewise, red glass or red paint used in rooms can be used for exciting and cheering patients. Red colored baths and red light therapy have actually helped patients recover from complete paralytic state.
2. Yellow drugs are mainly emetics. Indian hemp, Blood root, May apple and Senna etc are a few laxatives and purgatives that are yellow or yellow-red in color. Yellow sunlight can be enhanced through yellow glass to help treat patients suffering from chronic bronchial irritation and colds etc. Drinking water stored in yellow wine bottles is known to help treat severe constipation.
3. Blue and violet colors have cooling and electrical properties. Drugs like belladonna, aconite, foxglove, ergot etc are used to treat diarrhea, delirium and diuresis that are a result of overheating of the body. Green tea is actually a mix of blue and yellow and is known for its antioxidant and astringent properties that help boost immunity. Blue light color therapy has helped heal sciatica, and even complex case of lung hemorrhage. Blue and white used together in chromotherapy has helped heal rheumatism, nervousness and invalidism where conventional medical treatments have failed.

Best colors used in Chromotherapy to heal different body parts

1. **Brain and nerves**– Nerve soothing colors like blue, violet and indigo.
2. **Neck and thorax**– Cobalt blue for its cooling and heating properties.
3. **Digestive disorders**– Red and yellow to stimulate digestive juices as well as blue and violet to stimulate saliva.
4. **Lower limb disorders**– Warm colors like orange and orange red.

Caution and contraindications of chromotherapy

Colors can heal, but they can also have injurious and disastrous effects. For example, when the nerves are over-excited or irritable, or when a patient is suffering from palpitations, high fever, inflammation and neuralgia etc, yellow or orange reddish tones must not be used. Similarly, blue, indigo and violet must be avoided in cases of paralysis, gout, rheumatism or cold etc as these colors are extremely cooling and constructive in nature (How Color Therapy or Chromotherapy Can Heal Your Body & www.colormeanings.com/how_color_therapy_or_chromotherapy_can_heal_your_body).

Color therapy and benefits of specific colors

- **Red color benefits** – Red is all about healing, stimulation, circulation, and revitalization of the mind, body spirit. It also produces red blood cells. Red can overcome inertia and its spiritual significance is connotation of energy and power.
- **Orange color therapy benefits** - Orange is a vitalizing color. It promotes sexual energy by promoting production of ovum and sperms. Orange can also relieve congestion. It is useful for maintaining the glow on the skin. It stimulates courage and promotes higher levels of mental energy. Its spiritual significance is the courage to attain goals.
- **Yellow color healing benefits** – Yellow is a healing, cleansing and purifying color. It stimulates understanding and intelligence. It also promotes cosmic awareness.
- **Green color benefits** – Green is synonymous with abundance and harmony- so this color promotes both these qualities. Green color helps balance the heart and regularizes the blood pressure. Green can maintain body temperature and relieve headaches. Spiritually, green can bring energy to the heart chakra and connotes love and healing.
- **Blue color-** This is a cooling color that relieves skin discoloration; it cools and heals the heated body. Blue color therapy healing is used for alleviating disorders of the bile and fevers etc. It is also a sedative color and brings calm, peace and quiet to the mind. Spiritually, blue connotes idealism and selflessness.
- **Violet color therapy uses-** violet is an uplifting color that can expand the mind for a heightened sixth sense or intuition. It even soothes and tranquilizes artistic temperaments. Spiritually it promotes insight, wisdom and enlightenment (www.colormeanings.com & Top Reasons Why We Should All Practice Color Therapy And Color Healing).

In a nutshell, the reasons why we should all **practice color healing** lie in their following benefits:

1. Color healing instills a sense of calm and peace and brings mind body harmony.
2. It channelizes energy flow and regulates Chi or Prana
3. Colors help heal aches and pains in joints to promote mobility
4. They can decrease production of stress hormones
5. The therapy unleashes the mind for its full potential
6. Color healing improves focus, alertness, awareness and concentration
7. Colors can reduce anxiety and panic attacks.
8. Colors also enhance productivity (www.colormeanings.com & Top Reasons Why We Should All Practice Color Therapy And Color Healing).

USES OF COLOR

Color psychology is also widely used in **marketing and branding**. Many marketers see color as an important part of marketing because color can be used to influence consumers' emotions and perceptions of goods and services. Companies also use color when deciding on brand logos. These logos seem to attract more customers when the color of the brand logo matches the personality of the goods or services, such as the color pink being heavily used on Victoria's Secret branding. However, colors are not only important for logos and products, but also for window displays in stores. Research shows that warm colors tended to attract spontaneous purchasers, despite cooler colors being more favorable.

Color is a very influential source of information when people are making a purchasing decision. Customers generally make an initial judgment on a product within 90 seconds of interaction with that product and about 62%-90% of that judgment is based on color (Singh, Satyendra, 2006)

Company logos can portray meaning just through the use of color (Labrecque L.I & Milne, G.R., 2011). Color affects people's perceptions of a new or unknown company.

To appeal to consumer preferences, companies should consider minimizing the number of colors visible and use similar hues in a single product (Skorinko, J.L.; Kemmer, S.; Hebl, M.R & Lane, D.M, 2006).

Although different colors can be perceived in different ways, the name of those colors matters as well (Skorinko, J.L. 2006 & Babin, Barry J).

Colors that were atypical were selected more than colors that were typical, showing a preference to purchase items with atypical color names (Miller, E.G & Kahn, B.E 2005). Those who chose atypical colors were also more content with their choice than those who chose typical color sweatshirts.

Attention is captured subconsciously before people can consciously attend to something. Research looking at electroencephalography (EEGs) while people made decisions on color preference found brain activation when a favorite color is present before the participants consciously focused on it. When looking at various colors on a screen people focus on their favorite color, or the color stands out more, before they purposefully turn their attention to it. This implies that products can capture someone's attention based on color, before the person willingly looks at the product (Kawasaki, Masahiro; Yamaguchi, Yoko).

Perceptions not obviously related to color, such as the palatability of food, may in fact be partially determined by color. Not only the color of the food itself but also that of everything in the eater's field of vision can affect this. (Alcaide, J. et al., 2012)

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The color of placebo pills is reported to be a factor in their effectiveness, with "hot-colored" pills working better as stimulants and "cool-colored" pills working better as depressants. This relationship is believed to be a consequence of the patient's expectations and not a direct effect of the color itself (De Craen, A. J.; Roos, P. J.; Leonard De Vries, A.; Kleijnen, J.1996). Consequently, these effects appear to be culture-dependent (Dolinska, B.1999).

In 2000, Glasgow installed blue street lighting in certain neighborhoods and subsequently reported the anecdotal finding of reduced crime in these areas. This report was picked up by several news outlets ("Blue streetlights believed to prevent suicides, street crime" & Shimbun, Yomiuri 2008). A railroad company in Japan installed blue lighting on its stations in October 2009 in an effort to reduce the number of suicide attempts (Can Blue-Colored Light Prevent Suicide?), although the effect of this technique has been questioned (Will Blue Lights Reduce Suicides in Japan?).

Color and sports performances: In particular the color red has been found to influence sports performance. During the 2004 Summer Olympics the competitors in boxing, taekwondo, freestyle wrestling, and Greco-Roman wrestling were randomly given blue or red uniforms. A later study found that those wearing red won 55% of all the bouts which was a statistically significant increase over the expected 50%. The colors affected bouts where the competitors were closely matched in ability, where those wearing red won 60% of the bouts, but not bouts between more unevenly matched competitors.

In England, since WWII, teams wearing red uniforms have averaged higher league positions and have had more league winners than teams using other colors. In cities with more than one team, the teams wearing red outperformed the teams wearing other colors. A study of the UEFA Euro 2004 found similar results.

Additional Research Is Still Needed

Interest in the subject of color psychology is growing, but there remain a number of unanswered questions. How do color associations develop? How powerful is the influence of these associations on real-world behavior? Can color be used to increase worker productivity or workplace safety? What colors have an impact on consumer behavior? Do certain personality types prefer certain colors? As researchers continue to explore such questions, we may soon learn more about the impact that color has on human psychology.

"Many of these claims lack substantiation in terms of empirical support, exhibit fundamental flaws (such as causal oversimplification and subjective validation), and may include factoids presented as facts," O'Connor explains. "In addition, such claims often refer to outdated research without referring to current research findings."

So, Experts have found that while color can have an influence on how we feel and act, these effects are subject to personal, cultural, and situational factors. More scientific research is needed to gain a better understanding of color psychology.

CONCLUSION

Color is non verbal form of communication. Attention is captured subconsciously before people can consciously attend to something. The physiological and emotional effect of color in each person is influenced by several factors such as past experiences; culture, religion, natural environment, gender, race, and nationality. Color therapy or chromotherapy is one of the most ancient healing therapies that have been used in several parts of the world. When used right, it can help harness the energy of the sunlight to boost natural healing ability of the body, not only to cure diseases but also prevent them.

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Comparison of Educational Facilities of Mentally Challenged Children of Special School and Government School in Kolkata

Phalguni Bhattacharya^{1*}

ABSTRACT

Purpose: The present study examined the right to education of mentally challenged children in special schools and government schools to compare educational facilities and availability of special educators. **Method:** Sample of 40 special schools mentally challenged children and 40 Government schools under inclusion education system mentally challenged children of both gender participated. Similarly 10 teachers of five special school and 10 teachers of five govt. school under inclusion education system. Measures used were self-made questionnaire. **Result:** Percentage revealed that Governmental facilities and availability of special educators significantly differ between special schools and Governmental schools under inclusion education structure. **Contribution of the Research:** After implementation of right to education act, education becomes the fundamental right of each and every child. Article 21-A included disabled children in this act. The contribution of the study is to betterment of Governmental facilities for all mentally challenged children of both schools and maintain proper ratio in class between special educator and mentally challenged children. Therefore the study enlightens more awareness among society about inclusion education system for mentally challenged children.

Keywords: *Mentally Challenged Children, Right To Education Act, Inclusion Education.*

Mental retardation (MR) is a developmental problem manifested during a child's years of development (i.e. 0-18 years old). It is a condition whereby a child's intelligence and adaptability are significantly below the average level of his peers.

Causes of Mental Retardation:

A. **Genetic factors:** Sometimes disability is caused by abnormal genes inherited from parents' errors when genes combine, or other reasons. The most prevalent genetic conditions include Down syndrome, Klinefelter's Syndrome, and Fragile X Syndrome etc.

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B. Hereditary factors or chromosomal abnormalities: in the rarest cases, abnormalities with the X or Y chromosomes may also cause disability. 48 XXXX and 49 XXXX syndromes affect a small number of girls worldwide, while boys may be affected by 47 XYY, 49 XXXXY or 49 XYYYYY.

C. Pregnancy and birth factors: intellectual disability can result when the fetus does not develop properly and misuse of drugs or excessive alcohol intake during pregnancy results complication of birth or prematurity

D. Infancy and childhood Infections and brain injuries, e.g. meningitis, brain trauma, etc.

E. Unknown factors:

I: Iodine deficiency: it is affecting approx 2 billion people worldwide, is the leading preventable cause of intellectual disability in areas of the developing world where iodine deficiency is endemic.

II: Malnutrition: it is common cause of reduced intelligence in parts of the world affected by famine, such as Ethiopia.

Diagnosis of Mental Retardation:

The diagnosis of MR should be made through professional assessment by psychologists and proper IQ Test.

Grades of Mental Retardation:

According to the prevailing international classification system, MR can be classified into the Following grades according to its severity:

I. Mild: Mildly retarded individuals constitute by far the largest number of those diagnosed as mentally retarded. Within the educational context, people in this group are considered “Educable” and their intellectual levels as adults are comparable to those of average 8 to 11 years old children. Mildly retarded children have poor learning ability and they forget things quickly. They have a slow rate of responding. The IQ level of EMR children is 60-85.

II. Moderate: Moderately retarded individuals are quickly to fall in the educational category of “Trainable” which means that they are presumed able to master certain routine skills such as cooking or minor journal work if provided specialized instruction in these activities. In adult’s life, individuals classified as moderately retarded attain intellectual levels similar to those of average year old. The IQ level of moderately retarded persons’ is 30-59.

III. Severe: Severely retarded individuals are sometimes referred to as “Dependent retarded”. In these individuals, motor and speech development are severely retarded and sensory defects and

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motor handicaps common. They can develop limited levels of personal hygiene and self-help skills, which somewhat lesser their dependency, but they are always dependent on other for care. The IQ level of these individuals is below 25-39.

IV. Profound: The term “Life-support retarded” is sometimes used to refer to profoundly retarded individuals. Most of these people are severely deficient in adaptive behavior and unable to master any but the simplest tasks. The IQ level of these persons’ is below 25.

A “three-tier system” is normally used in Hong Kong for operational Classification, i.e. MR is classified into “mild”, “moderate” and “severe” (Including severe and profound) grades for the provision of special educational and training services.

The general achievements of persons with Mental Retardation:

Pre-school phase (0-5 years old)

School age phase (6-15 years old)

Adolescence and adulthood (16 years old or above)

Mild Mentally Retarded: Overall development is than peers. Developmental problems may not be easily identified until the child starts primary school. They Can master basic learning skills (e.g. writing, reading and numeracy skills) Can acquire proper pre-vocational skills. They can integrate into Community with assistance; can be employed in simple work, and lead a social life in community.

Moderate Mentally Retarded: Overall development is obviously slower than peers. They can acquire basic communication skills and simple self-care abilities. They can learn some practical skills for daily living and can live independently to a certain extent in familiar environment and with proper support. They can learn to perform simple tasks in specially designed working environment.

Severe / Profound Mentally Retarded: Significant discrepancy in overall development when compared with peers. Some children may also have physical disabilities. They have limited communication abilities and response to the environment. And delayed development in motor abilities. They can learn limited communication skills and simple self-care tasks. Possess simple communication skills. They can master limited basic self-care skills with special support.

Role of parents to help their child with Mental Retardation:

Arrange early assessment for the child so as to understand and accept his/her developmental problems. Involve in the child’s training so as to master the training methods and communicate with the instructors. Join parent self-help groups and make good use of community resources. Share feelings with others to relieve negative emotion and stress.

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During adolescence and adulthood:

- i. Employment services for persons with relatively mild retardation.
- ii. Occupational performance assessment and training of the Vocational Training Council.
- iii. Selective Placement Division of the Labor Department .
- iv. Employment service of the Hong Kong Council of Social Service.
- v. Sheltered workshops of the Social Welfare Department or voluntary organizations.
- vi. Training services for persons with relatively severe retardation.
- vii. Day activity centers of the Social Welfare Department or voluntary organizations.
- viii. Preliminary Screening.
- ix. Further Assessment.
- x. Education, Treatment, Training and Follow-up.

NATIONAL ACTS AND POLICES FOR DISABLED CHILDREN

Children Act 1989: Section 17(1) of the Children Act 1989:

It places a general duty on Local Authorities to provide services to safeguard and promote the welfare of children within their area who are in need. The definition of a 'child in need' under the Children Act 1989 is as follows:

'For the purposes of this Part, a child is disabled if he is blind, deaf or dumb or suffers from mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disabilities may be prescribed; and in this part 'development' means physical, intellectual, emotional, social or behavioral development; and 'health' means physical or mental health.'

This definition is quite broad, and would usually include a child with Aspergers syndrome or Attention Deficit Hyperactivity Disorder.

The main duties of Social Services Departments to provide services for children and their families are set out in Schedule 2 of the Children Act 1989.

A Local Authority must:

1. Identify children in need in its area and provide information about services;
2. Maintain a register of disabled children;
3. Provide services for disabled children which minimize the effect of their disabilities and gives them the opportunity to lead lives as normal as possible;
4. Provide for children living with their families the following:
 - a. Advice, guidance and counseling;
 - b. Occupational, social, cultural or recreational activities;
 - c. Home help (which may include laundry facilities);
 - d. Facilities for or assistance with travel to and from home, to take advantage of services;

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e. Assistance to enable child and family to have a holiday. The range of services available to disabled children is very wide and can include the giving of assistance in kind or, in exceptional circumstances, in cash. The Act also recognizes that the services can be provided to the child or a member of the family. For this reason, when making an assessment, social services should take into account the needs of the whole family as well as that of the individual child. The kinds of services commonly provided to disabled children and/or their families include respite care and joint-funded residential education with the Local Education Authority.

Government Guidance on Children Act 1989:

Policy guidance has been issued by the Government in relation to the Children Act. Local authorities are bound by it unless they can provide clear and adequate reasons for their decision not to. The guidance contains all the details about what local authorities are expected to do in order to fulfill their statutory obligations and is therefore extremely useful for parents.

The key guidance in England concerning the Children Act 1989 is The Framework for assessing children in need and their families 2000 Policy Guidance.

INCLUSIVE EDUCATION

Inclusive in education is also an approach once thought only necessary for educating students with special educational needs. Now it is crucial that all of teachers ensure inclusive practice for all students in their classroom and the wider school. Under the inclusion model, students with special needs spend most or all of their time with non-disabled students. Implementation of these practices varies. Schools most frequently use them for selected students with mild to severe special needs.

Inclusive education differs from previously held notions of integration and mainstreaming, which tended to be concerned principally with disability and 'special educational needs' and implied learners changing or becoming 'ready for' or deserving of accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept the child. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities. A premium is placed upon full participation by students with disabilities and upon respect for their social, civil, and educational rights. Inclusion gives students with disabilities skills they can use in and out of the classroom.

Fully inclusive schools, which are rare, no longer distinguish between "general education" and "special education" programs; instead, the school is restructured so that all students learn together.

❖ Benefits of Inclusive Education

All children benefit from inclusive education. It allows them to:

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- Develop individual strengths and gifts, with high and appropriate expectations for each child.
- Work on individual goals while participating in the life of the classroom with other students their own age.
- Involve their parents in their education and in the activities of their local schools.
- Foster a school culture of respect and belonging. Inclusive education provides opportunities to learn about and accept individual differences, lessening the impact of harassment and bullying.
- Develop friendships with a wide variety of other children, each with their own individual needs and abilities.
- Positively affect both their school and community to appreciate diversity and inclusion on a broader level.

Q&A's

❖ Importance of Inclusion Education:

It's important because as Canadians, we value our diverse communities. These communities start at school, where all students learn to live alongside peers. They learn together; they play together; they grow and are nurtured together.

❖ Expanse of Inclusion Education:

However, individual needs may mean that some students need to spend time out of regular class for a particular purpose. There are always exceptions, but they are in fact EXCEPTIONS: if needed, they are individualized in the student's community school.

REVIEW OF LITERATURE

Reininger E.Ruth (1956) a curriculum for the Educable Mentally Retarded preadolescent: for many years most the educable mentally retarded children have been attending school and sitting in our regular classrooms. Teachers and principals were aware of them chiefly as discipline problems and sources of difficulty in regard to promotion policies, marking systems and achievement test results. The harassed teacher with 35 children of assorted mental ages found little time to spare for these difficult cases no matter how much he desired to meet individual needs in learning. In this article attention has been given to the educable mentally retarded preadolescent.

SmithWayne David (1957) public schools and the mentally retarded children: most of the current writing in this field assumes that the public schools are responsible for the care, training or education of the mentally retarded. However, Cruick Shank questions the responsibility of the public schools for the total problem of the mentally handicapped. He points out that in "America the historic concept holds that education involves returning something to the social organization, and the state, which provides education". He then reviews several statements of what education is, adding that education implies the presence of certain basic abilities or psychological

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capacities. After examining the severely retarded child in light of these two concepts, he states” the severely retarded child does not as a human being organism or as a personality meet the minimum essentials which are inherent in an accepted definition of ‘education’. Smith recommends that the educable children be placed in special classes in public schools, where a special curriculum can provide for their social and vocational needs. He feels this is necessary because educable children are usually not ready to start academic work until they are 8 or 9 years.

Sriram Kumar Sravan (2014) mental retardation refers to significantly sub-average general intellectual functioning resulting in or associated with concurrent impairment in adaptive behavior and manifested during the developmental period.” Over the last few years, there have been many changes in the delivery of mental retardation services including the roles of special educator, therapist, parents and community. Integration and inclusion is turning point for mentally retarded persons to mainstream in society. There is an impending need to create a general awareness amongst the children of the regular schools about the special needs of the children with mental retardation. This awareness will help in inclusive atmosphere both in the families and in the society in general. This study will be helpful to know the extent of awareness on mental retardation among regular school children with reference to gender and severity of education. The present study will add on to research conducted on awareness on Mental Retardation among regular school children.

METHOD:

The methodology to be followed for the present investigations needs to be decided upon in advance so that the objectives of the research are fulfilled, the sample is drawn in an organized fashion from the population, the data are collected as accurately and systematically as possible as well as the accuracy of data analysis is ensured.

The objectives are as follows:

1. To find out the awareness of inclusion education system among the government and special schools teachers and parents of educable mentally retarded children.
2. To find out the different governmental facilities for educable mentally retarded children.
3. To find out the environmental and educational satisfaction in general school and special school structure for educable mentally retarded students according to parents.
4. To find out the availability of Resource room and Special Educator in general schools and special schools.

Research Hypotheses:

1. There is significant difference between awareness of inclusion education system among the government and special schools teachers and parents of educable mentally retarded children.

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2. There is significant difference between governmental facilities for educable mentally retarded children to special schools and Government schools.
3. There is significant difference between Environmental and educational structure satisfaction in government and special school of educable mentally retarded students according to their parents.
4. There is significant difference between availability of resource room and special educators in government schools and special schools of educable mentally retarded children.

Method of Sampling: A statistical sample is a miniature picture or cross-section of the entire group or aggregate from which the sample is taken. However, it may be found impossible or impractical to include more than a small portion of the total number of class. The factors of time and cost are usually important considerations in social research. The process of selection of part of the aggregate statistical material is known as sampling. The sampling method used for this study was purposive sampling.

Purposive Sampling: A sample may be expressively chosen in the light of available evidence. A sample which is selected on the basis of individual judgment of the sample is called a purposive sampling.

Size of sampling: In this study the size of the sample is 100.

Characteristic of the sample:

The sample consists of:

1. Children ranging from 6 to 18 years.
2. Samples belonging mainly to middle-income families.
3. The samples were selected from the city of Kolkata.

Techniques used for data collection: There are different methods of obtaining information. Observation of someone's behavior, seeks to discuss his feelings or opinions orally. There are some important dimensions that observation alone is unable to tap. Self-made questionnaire has been administered to get inside into their educational/ food and health and social aspects.

Questionnaire: The questionnaire is a form prepared to obtain response to certain questions as a general rule. These questions are factual, intended to obtain information about conditions or practices of which the respondent is presumed to have knowledge.

Observation: The observation method is the most commonly used method. In way we all observe a thing around us, but this sort of observation is not scientific observation when it serves a purpose is systematically planned and recorded.

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Interview: The interview method of collecting data involves presentation of oral-verbal and reply in term of oral-verbal responses. This method can be used through personal interview.

Personal interview method requires a person known as the interviewer asking questions generally in a face contact to the other person/s. This sort of interview may be in the form of direct personal investigation or it may be an indirect oral investigation.

Tool used:

This researcher has used self-made questionnaire to study the RIGHT TO EDUCATION FOR CHILDREN WITH EDUCABLE MENTALLY RETARDED CHILDREN. This researcher has used 2 different questionnaires, one for parents of educable mentally retarded children. Students and another one are for teachers of educable mentally retarded children. First questionnaire consists of 21 questions and second questionnaire consists of 16 questions. These are written in simple language employing words of everyday use.

Description of tools:

The questionnaire was prepared with a view to find out the right to education of educable mentally retarded children. There are 21 questions for parents and all are close-ended questions. For teachers there have 16 questions and all are close ended. There are two divisions such as personal data and educational data.

Method of administration of the tools:

First of all rapport were established with all the subjects. The subjects were given the questionnaire and asked to answer the questions honestly. After fulfilling the questionnaire, filled up questionnaire were collected, categorized, tabulated and percentage analysis were done.

Sample Selection and Composition:

- i. Random sampling technique was used for sample selection. Lottery technique was used for selection of individuals.
- ii. Size of the sample is 100. The sample includes 40 numbers of parents of E.M.R students from general schools and 40 numbers of parents of E.M.R. students from special schools. And 10 numbers of teachers from general schools and 10 number of students from special schools.
- iii. The sample comprises of girls and boys studying in reputed English and Bengali medium schools of Kolkata.
- iv. The subjects belong to middle socio-economic status families.

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RESULT AND DISCUSSION:

Table No: 1, Awareness of inclusion education system among parents and teachers both, N=100

Q. NO	QUESTIONS	ANSWERS			
		RESPONSE IN GENERAL SCHOOL		RESPONSE IN SPECIAL SCHOOL	
		YES	NO	YES	NO
ST. NO.15 OF PARENTS	DOES THE SCHOOL PROVIDE INCLUSIVE EDUCATION SYSTEM?	40(100%)	0(0%)	0(0%)	40(100%)
ST. NO. 9 OF TEACHERS	DOES THE SCHOOL PROVIDE INCLUSIVE EDUCATIUN FOR E.M.R. CHUILDREN?	10(100%)	0(0%)	0	10(100%)

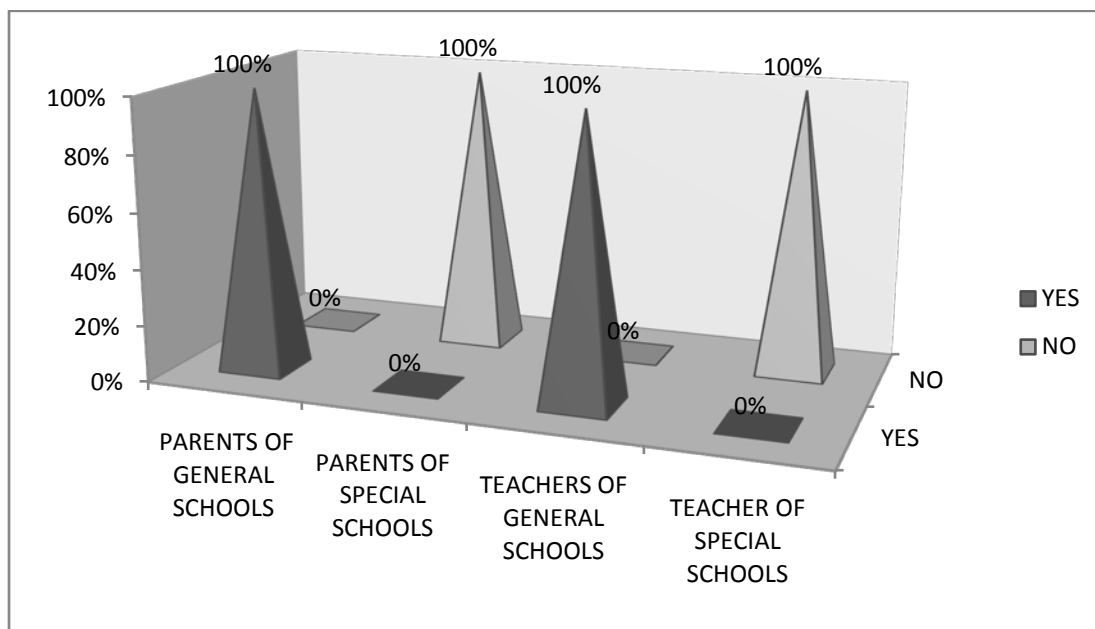


Fig. 1

DISCUSSION: From the above comparative chart it can be understood that all the parents and teachers of government schools has agreed or said yes that these government schools provide inclusive education facilities to M.R. children. But on the other side all the parents of special schools and teachers has agreed or said no that these special schools do not hve inclusive education facilities to M.R. children. So the 1st hypothesis of this research partially supports this data.

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Table No. 2, Availability of different governmental facilities among parents and teachers of educable mentally retarded children in both schools, N=100

Q. NO	QUESTIONS	ANSWRES			
		RESPONSE IN GENERAL SCHOOL		REPOSE IN SPECIAL SCHOOL	
		YES	NO	YES	NO
PARENTS ST.12	DOES THE GOVERNMENT PROVIDE YOU VARIOUS FACILITIES FOR PROPERLY REARING YOUR CHILD THROUGH SCHOOL?	2(5%)	38(95%)	0(0%)	40(100%)
TEACHERS ST.2	DOES THE GOVERNMENT PROVIDE VARIOUS FACILITIES FOR E.M.R. STUDENTS IN THIS SCHOOL?	10(100%)	0(0%)	10(100%)	0(0%)

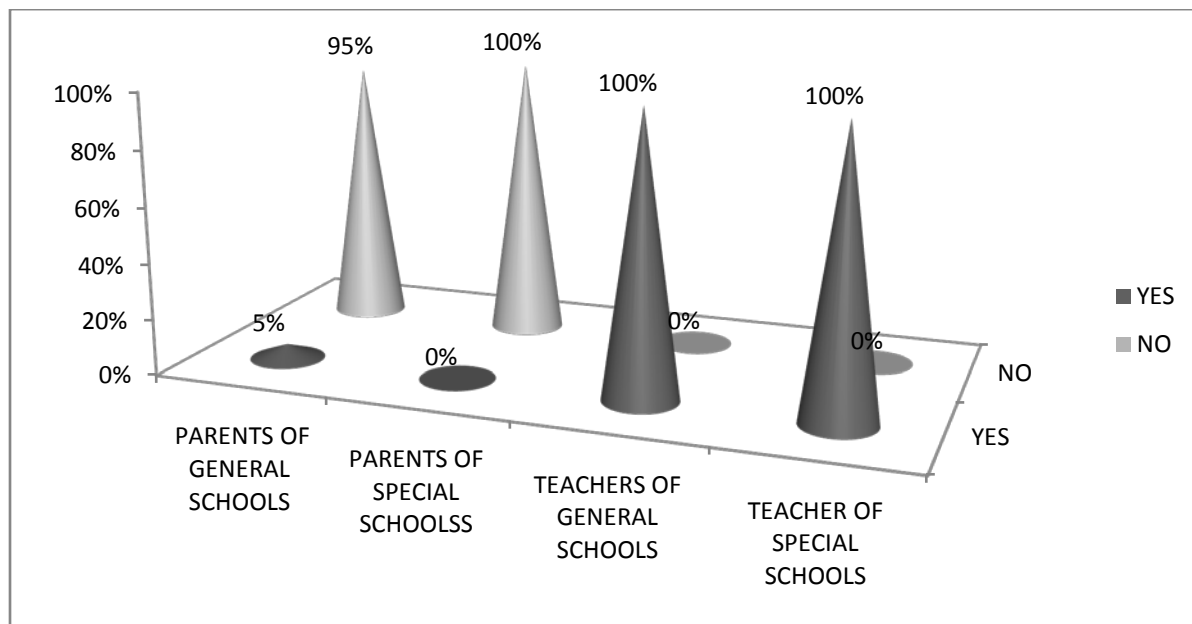


Fig. 2

DISCUSSION: From the above comparative chart it can be understood that this chart is made for to access availability of government facilities among M.R. children according to parents and teachers of both types of schools. 5% parents of government schools get governmental facilities and 955 do not get any facility. In special schools no parents of these M.R. children get any governmental facilities. So the non availability rate of governmental facilities among M.R.

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children is high. On the other side the teacher of both types of schools has said yes that government provide facilities for M.R. children. So it is a very contradictory point. If the government provides facilities for M.R. children in both types of schools then why everyone is not getting equal facilities. It may be because of caste system or the schools only give facilities to low economic group. And the special schools get only little fund from government, and maximum get donation and fees from students. So the 2nd hypothesis of this research partially supports this data.

Table No. 3, Educational and environmental satisfaction in governmental and special schools according to parents: N=80

	QUESTIONS	ANSWERS			
		RESPONSE IN GOVERNMENT SCHOOLS		RESPONSE IN SPECIAL SCHOOLS	
		YES	NO	YES	NO
17	DO YOU HAVE ANY COMPLAIN ABOUT THE ENVIRONMENTAL AND EDUCATIONAL SYSTEM IN THIS SCHOOL?	16(40%)	24(60%)	4(10%)	36(90%)
21	AS A WHOLE ARE YOU SATISFIED WITH THE EDUCATION SYSTEM IN THIS SCHOOL?	22(55%)	18(45%)	38(85%)	2(15%)

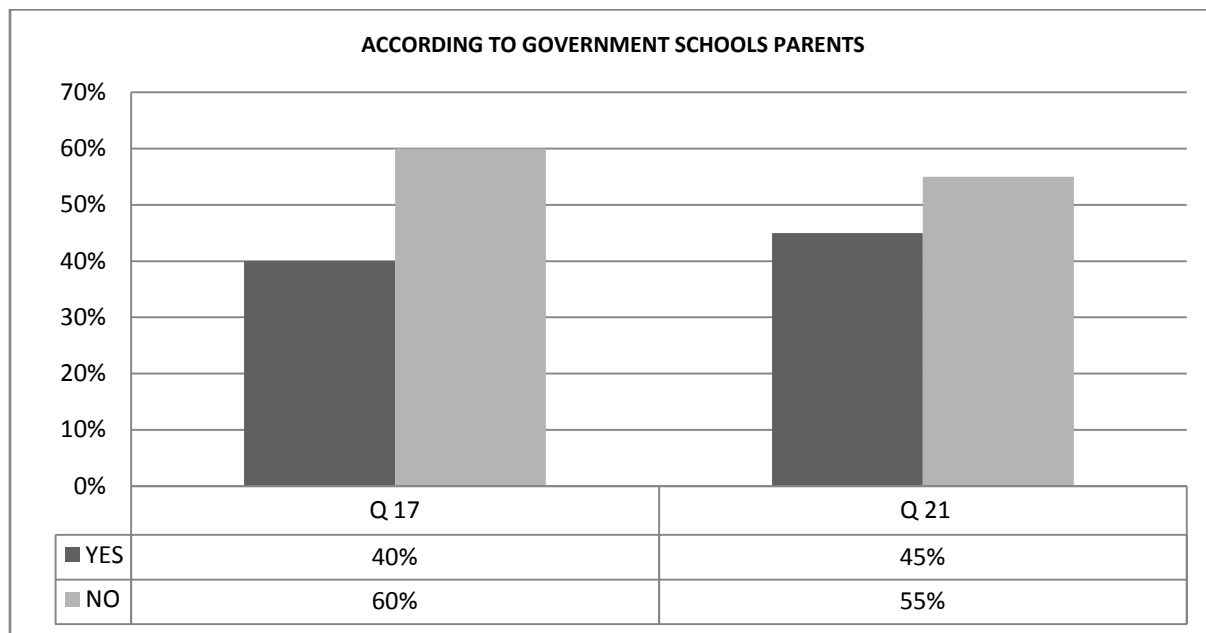


Fig. 3

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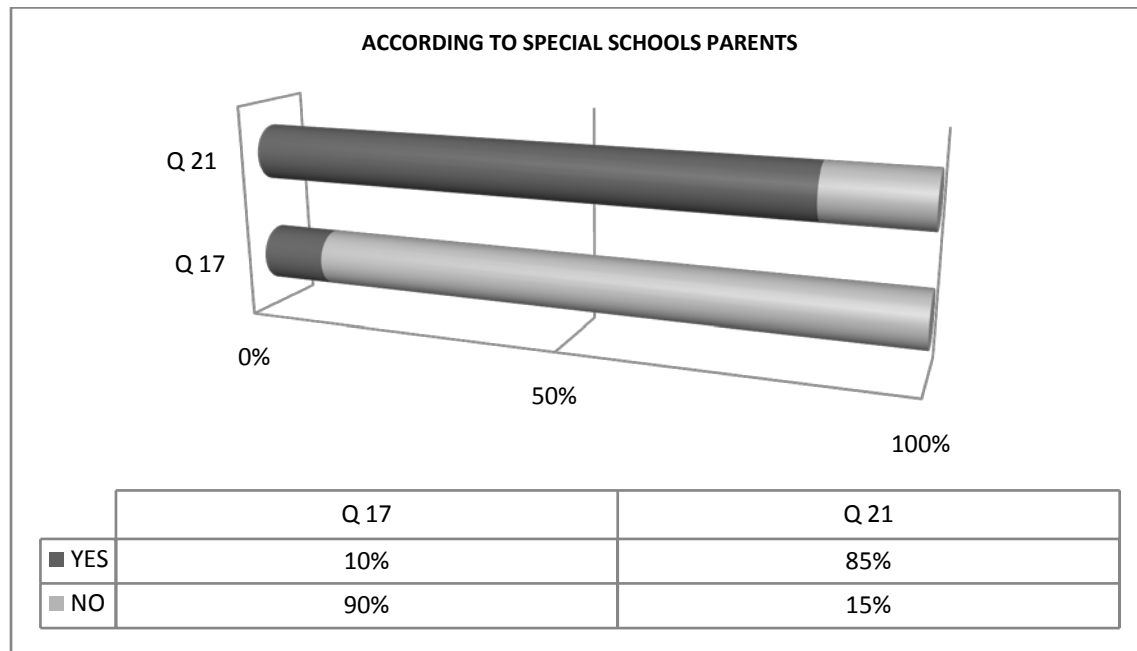


Fig. 4

DISCUSSION: From the above comparative chart and graph it can be understood that the 40% parents of government schools have complain about the education and environmental facilities in government schools. That means they are not satisfied with the educational and environmental facilities in these government schools. But 60% parents do not have any complain about these schools. So the maximum parents are satisfied. In special schools settings 10% parents have complain about the educational and environmental facilities in these schools. But 90% parents are satisfied with the educational and environmental facilities in these special schools. So as we can see that most parents are satisfied with the special schools settings. Even this rate is quite high than the government schools parents' satisfaction rated. In question number 21, 45% parents of government schools are as a whole satisfied with the education system in these schools, and 55% parents are not satisfied totally. So here we can see that the maximum parents are not satisfied with the education system in these schools. They need more improvement of education system in these schools. 85% parents of special schools are as a whole satisfied with the education system and 15% are not satisfied totally. They were complaining that these schools should look up to the education system of M.R. children. So the 3rd hypothesis of this research fully supports this data.

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Table No. 4, Availability of resource room and special educator and teacher student's ratio in governmental schools according to teachers: N=10

Q. NO	QUESTIONS	ANSWERS	
		YES	NO
Q4	DOES THE SCHOOL HAVE SPECIAL EDUCATOR FOR E.M.R. STUDENTS?	10(100%)	0(0%)
Q5	IS THERE A RESOURCE ROOM IN THIS SCHOOL?	10(100%)	0(0%)
Q8	DOES THE TEACHER AND THE SPECIAL NEED STUDENTS RATIO IS MINIMUM IN CLASS?	2(20%)	8(80%)

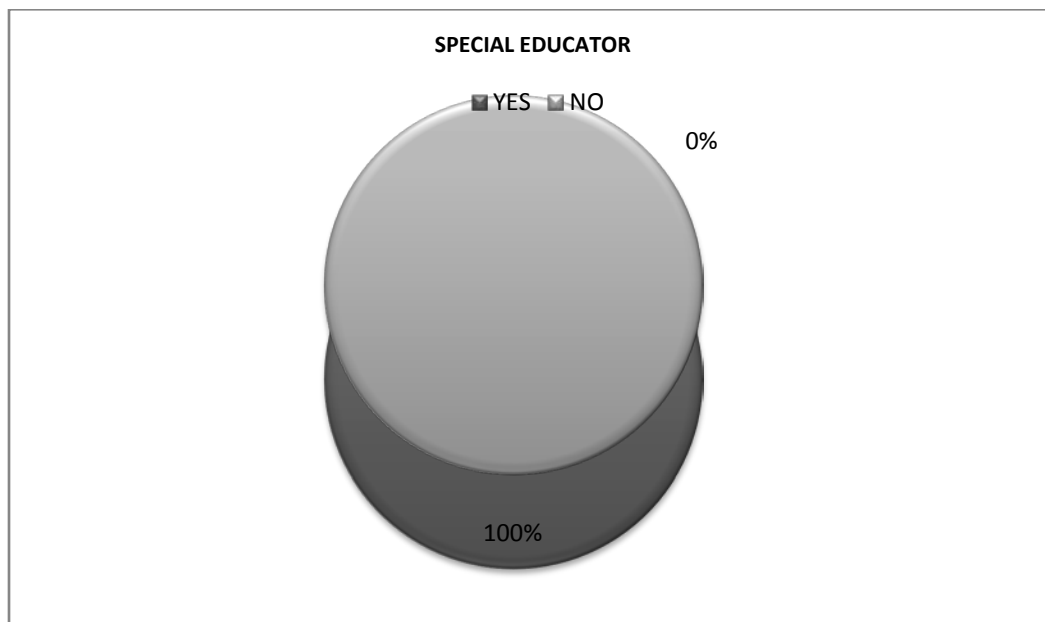


Fig. 5

DISCUSSION: From the above chart and all three graphs it can be understood that in government schools according to teachers there have resource rooms, special educators, but the teacher and M.R. children ratio is not minimum. Even the there have only one special educator in a ward. So the last or 4th hypothesis fully supports this data.

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Table No. 5, Availability of resource room and special educator in governmental schools according to parents: N=40

Q. NO	QUESTIONS	ANSWERS	
		YES	NO
13	DOES THERE ANY SPECIAL EDUCATOR PRESENT IN THIS SCHOOL?	40(100%)	0(0%)
14	DOES THERE HAVE ANY RESOURCE ROOM IN THIS SCHOOL?	40(100%)	0(0%)

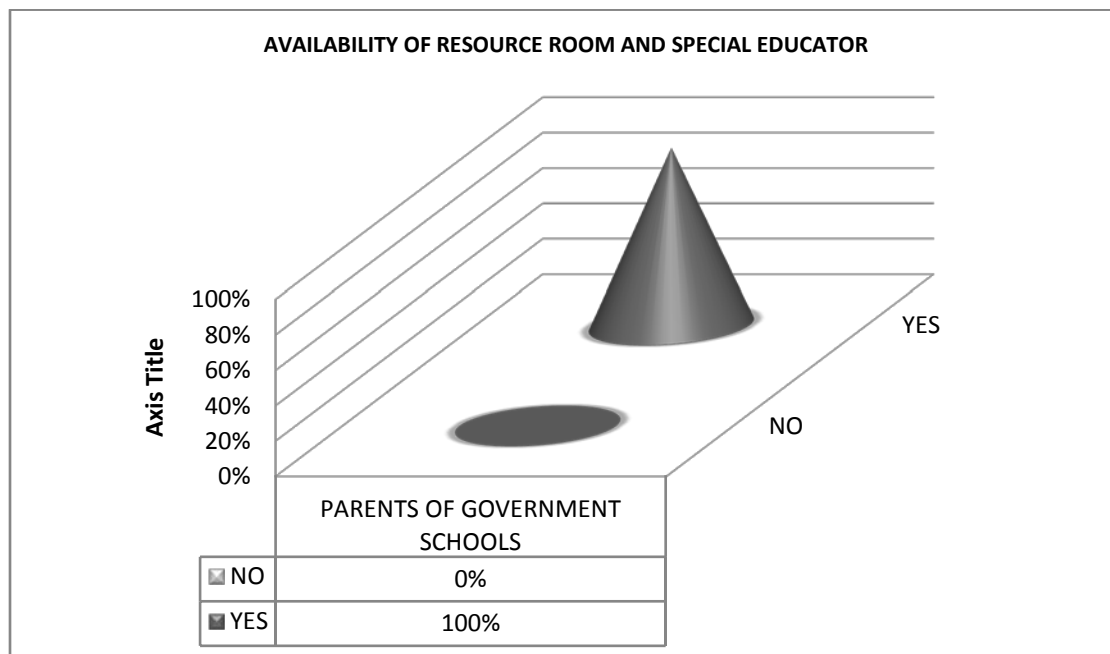


Fig. 6

DISCUSSION: From the chart and graph it can be understood that all parents of government schools have agreed that there have special educator and resource room in these schools. They talk to the special educator in resource room and discuss their problem with teachers. So the last or 4th hypothesis fully supports this data.

CONCLUSION:

Special schools most parents are satisfied with the education structure. In special schools parents' are mostly satisfied with the education system. All most every parent has said yes to maximum questions. All parents has said yes that these schools arrange counseling program for parents on regular interval and they also provides facilities to follow up training and education of these M.R. children at home. 40 parents or 100% parents have said no to question number 15 and 16. That means these schools do not provide inclusive education system and any education

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material to these M.R. children. All the parents and teachers of government schools has agreed or said yes that these government schools provide inclusive education facilities to M.R. children. But on the other side all the parents of special schools and teachers has agreed or said no that these special schools do not have inclusive education facilities to M.R. children.

As a whole 55% parents satisfied with government school's structure of education for mentally retarded children and 35% do not satisfied. So here we can see that the satisfaction range is higher than non-satisfaction range. Availability of governmental facilities to the M.R. children according to parent and teacher of both types of school, 5% parents of government schools get governmental facilities and 95% do not get any facility. In special schools no parents of these M.R. children get any governmental facilities. So the non-availability rate of governmental facilities among M.R. children is high. On the other side the teacher of both types of schools has said yes that government provide facilities for M.R. children. So it is a very contradictory point. If the government provides facilities for M.R. children in both types of schools then why everyone is not getting equal facilities. It may be because of caste system or the schools only give facilities to low economic group. And the special schools get only little fund from government, and maximum get donation and fees from students.

All teachers in these special schools have said yes to all questions. That means they all agree that their schools environment is properly suitable for M.R. children. All teachers have said no, which means they are agreed that these special schools settings do not give inclusion education facilities to M.R. children. According to these teachers the special schools only made for special children so it is not possible for them to provide inclusive education system. This researcher asked that whether they arrange any program for these M.R. children where they can perform with normal children, but all said no they do not arrange any program like this. They arrange inter school program where they perform with other special children like autistic, cerebral palsy etc. so this is a only drawback of these special schools settings. These children should meet with other normal children and should face the world.

In general schools teachers have agreed that the government schools' setting is suitable for studying M.R. children. They said that these government schools provide proper education environment for M.R. children. They said that government provides various facilities for M.R. children. According to these teachers there have special educator and resource room in every schools. But this researcher noticed that there has only one special educator in a ward. This is not sufficient for teaching M.R. children. In question number 3, all teachers have said no that means they have accepted that these government schools do not have special classroom with special setting for this M.R.

In special schools parents of these M.R. children get any governmental facilities. So the non-availability rate of governmental facilities among M.R. children is high. On the other side the teacher of both types of schools has said yes that government provide facilities for M.R. children.

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So it is a very contradictory point. If the government provides facilities for M.R. children in both types of schools then why everyone is not getting equal facilities. It may be because of caste system or the schools only give facilities to low economic group. And the special schools get only little fund from government, and maximum get donation and fees from students. The 40% parents of government schools have complained about the educational and environmental facilities in government schools. That means they are not satisfied with the educational and environmental facilities in these government schools. But 60% parents do not have any complaint about these schools. So the maximum parents are satisfied. In special schools settings 10% parents have complain about the educational and environmental facilities in these schools. But 90% parents are satisfied with the educational and environmental facilities in these special schools. So as we can see that most parents are satisfied with the special schools settings. Even this rate is quite high than the government schools parents' satisfaction rated. In question number 21, 45% parents of government schools are as a whole satisfied with the education system in these schools, and 55% parents are not satisfied totally. So here we can see that the maximum parents are not satisfied with the education system in these schools. They need more improvement of education system in these schools. 85% parents of special schools are as a whole satisfied with the education system and 15% are not satisfied totally. They were complaining that these schools should look up to the education system of M.R. children.

The parents and teachers of government schools has agreed or said yes that these government schools provide inclusive education facilities to M.R. children. But on the other side all the parents of special schools and teachers has agreed or said no that these special schools do not have inclusive education facilities to M.R. children.

Parents of government schools have complain about the educational and environmental facilities in government schools. That means they are not satisfied with the educational and environmental facilities in these government schools

The maximum parents are satisfied. In special schools settings 10% parents have complain about the educational and environmental facilities in these schools. But 90% parents are satisfied with the educational and environmental facilities in these special schools.

Government schools according to teachers there have resource rooms, special educators, but the teacher and M.R. children ratio is not enough. Even there have only one special educator in a whole area of particular ward no. of municipality of Kolkata.

All parents of government schools have agreed that there have special educator and resource room in these schools. They talk to the special educator in resource room and discuss their problem with teachers.

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Influence of Psychological Ownership on Psychological

Contract Breach

Md. Hassan Jafri^{1*}

ABSTRACT

The present research aimed at understanding influence of psychological ownership on employee's perception of psychological contract breach. Using random sampling procedure data were collected from 250 employees working at different levels from two banks in Bhutan. Correlation and regression analysis were carried out to analyze the obtained data. Results revealed that employee's sense of ownership is significantly and inversely related to psychological contract breach. It is found that the explanatory variable significantly explain variance of outcome variable of the study. Research implied that management through their policies and practices should try to develop sense of ownership among their employees if organization expects to reduce the possibility of feeling of contract breach because the perception of breach can have negative implications on employees as well as on organization.

Keywords: *Psychological contract breach, Psychological ownership*

In fast changing and uncertain economic conditions, psychological contract has been proposed as an important framework to understand and explain employment relationship. Research on psychological contract flourished over a decade since the popularization of the concept by Rousseau (1989). Major areas of research on the construct (psychological contract) had been on employee's perception of their psychological contract breach and violation and its consequences on employee's attitude and behaviours (Guest, 2004; Zhao, Wayne, Glibkowski, & Bravo, 2007). Researches on these aspects of the construct are important for organizational effectiveness and are significant for practitioners as well as for academicians. An important issue which is by and large ignored by scholars is how to prevent employees perceiving breach in their psychological contract. Previous researches have revealed that perception of breach is common in organization (Robinson & Rousseau 1994; Conway & Briner 2005; Agarwal & Bhargava, 2013). Once perception of breach arises in employees, are most likely to have its negative repercussions. Growing body of theoretical and empirical researches has revealed detrimental effects on

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personal and organizational outcomes when employees perceive breach and violation of their contract (Robinson, Kratz & Rousseau, 1994; Raja, Johns & Ntalianis, 2004; Parzefall & Hakanen, 2010). So the present research postulates the view that organization should proactively take steps in order to prevent employees perceiving breach of their contract or reduce its possibility. Research focusing on this area will have far positive implications on organizations to mitigate the problem of breach and enable employees to contribute in increasingly significant manner. The present research proposes the possible influence of psychological ownership on perception of psychological contract breach.

Basic of psychological ownership is the sense of possession. A person with the sense of ownership feels that the thing is his/ her own. Researchers have revealed that psychological ownership influences employee's attitude and behaviours (Buchko, 1993, Van Dyne, & Pierce, 2004; O'Driscoll, Pierce, & Coghlan, 2006). This implies that it can have great impact on employee's relationships with the organization. Drawing on these findings, the present research postulated that the construct (psychological ownership) has potential to influence perception of contract breach. If employees have the perception of ownership towards their organization, will work as resisting forces in perception of breach because of the sense of possession (feeling of own, mine) attached with the work and organization. Thus the objective of the study is to explore the influence of psychological ownership on employee's perception of psychological contract breach, an unexplored relationship till now.

CONCEPTS AND LITERATURE REVIEW

Psychological Contract Breach

Psychological contract consists of beliefs employees hold regarding the terms of the informal exchange agreements between themselves and their organization (Rousseau, 1989). Psychological contract implies that the employee has a variety of expectations from the organization and that the organization has a variety of expectations of him with respect to how much work is to be performed for how much pay, and the whole pattern of rights, privileges, and obligations between the employee and the organization.

Psychological contract breach refers to the perception of employees that organization has failed partially or fully to honor their promises made associated with perceived mutual promises. Zhao et al., (2007, p. 649) define breach as 'the cognitive evaluation that one's organization has failed to fulfill its obligations'. Perceived contract breach has negative consequences for both individuals and organizations such as reduced job satisfaction (Tekleab and Taylor, 2003), reduced organizational commitment (Restubog et al., 2006), lowered performance (Suazo & Stone- Romero, 2011), lowered organizational citizenship behavior (Restubog et al., 2008), increased deviant behaviors (Restubog et al., 2007), and heightened turnover intention (Raja et al., 2004). Factors that contribute to the perception of contract breach are *Incongruence*, *Reneging* and *Vigilance* (Morrison & Robinson, 1997). Incongruence is the different

understanding and interpretations to the given obligations made by employee and employer. Reneging is the intentional breach of the actual promise. In this condition, the organization fails to honor its part of the obligations deliberately. Vigilant employees keep monitoring about the how well organization is fulfilling its obligations. Another phenomenon that also contributes to the perception of contract violation is called *disruption*, which takes place as a result of the unforeseen events and in this situation employer shows inability to meet his obligations.

Psychological Ownership

Psychological ownership is defined as a “the state in which individuals feel as though the target of ownership or a piece of that target is theirs,” and reflects “an individual’s awareness, thoughts, and beliefs regarding the target of ownership” (Pierce, Kostova, & Dirks, 2003, p. 86). The core of psychological ownership is the ‘sense of possession’ (feeling as though an object, entity, or idea is ‘MINE’ or ‘OURS’) (Furby, 1978). Ownership feelings can develop towards various tangible and intangible “targets” (Dittmar, 1992, Pierce et al. 2001). The term “target” of attachment in the psychological ownership literature is very broad. These targets may be something as small as a preferred seat in board room, or as large as the organization as a whole. In the present research, the focus is on the organization as the target of feelings of ownership (psychological ownership for the organization).

Ownership feelings can exist in the absence of any formal or legal claim of ownership. Psychological ownership is different from other attitudinal constructs such as commitment, involvement, engagement etc. in its conceptual core and motivational bases (Pierce et al. 2001; Van Dyne & Pierce, 2004). The theory of psychological ownership argues that a sense of possession directed toward the organization satisfies three basic human motives (efficacy and effectance, self-identity, and having a place or home). According to Pierce et al. (2001), psychological ownership has important emotional, attitudinal and behavioral effects on those that experience ownership. Even though researchers have begun to explore relationships between psychological ownership and desired outcomes, a need for further theory development and empirical research still needed (Avey, Avolio, Crossley & Luthans, 2009). Psychological ownership has been categorized into two categories - Promotion focused and Prevention focused (Avey et al., 2009). The present research is concerned with promotion focused psychological ownership.

Promotion focused psychological ownership has four dimensions - self-efficacy, self-identity, belongingness and accountability (Avey et al., 2009). Self-efficacy dimension is based on people’s belief of doing the task (Bandura, 1997). In psychological ownership, it refers to being able to affect a desirable outcome of actions (a psychological component) that results in feelings of self-efficacy (Olckers, 2013). Self-Identity is a cognitive connection between an individual and the target (here organization) and reflects the individual’s perception of oneness with the target (Porteous, 1976; Dittmar 1992). By internalizing the organizational identity, the individual gains a sense of meaningfulness and connectedness (Albert, Ashforth, & Dutton, 2000).

Belongingness in terms of psychological ownership in organizations may be understood as a feeling that one belongs to the organization. Employees who experience a sense of ownership at work are more positive and report that they occupy a place in the organization employee belongs to (Avey et al. 2009). Accountability refers to expected rights and responsibilities. In psychological ownership accountability refers to (1) the expected right to hold others accountable and (2) the expectation for one's self to be held accountable (Avey et al. 2009).

Psychological Ownership and Psychological Contract Breach

Pierce, Rubenfeld and Morgan (1991) have theorized that psychological ownership can be associated with positive behavioural and psychological consequences. Psychological ownership has been viewed as a positive resource for impacting attitudes (e.g. higher commitment, sense of belongingness, self-identity etc. (Avey, et al., 2009; Pierce et al., 2001, 2003; Van Dyne & Pierce, 2004). It means that employees with higher level of psychological ownership will show higher level of positive attitude towards the organization. But probably there is no research which has tried to establish relationship of psychological ownership with the perception of psychological contract breach. However an effort is made to draw indirect relations with the two constructs. Psychological ownership is based on concepts of 'possession' and includes concepts such as self-identity, belongingness, accountability etc. Possession of targets provides people with comfort, autonomy and pleasure and all these helps facilitate in the development and cultivation of their identity (Pierce, Kostova & Dirks, 2003). Psychological ownership provides an opportunity to individual to identify himself with an organization, mission or purpose (Rousseau, 1998). It implies that individual gets emotionally attached with / develops affective commitment and increased involvement towards the organization. Research conducted by Hekman et al., (2009) on professional employees (e.g. doctors, nurses, lawyers) revealed that employees were less likely to reciprocate perceived psychological contract violation, which normally results because of contract breach, when they strongly identified with the organization. One important component of the psychological ownership is the self-identity, whereby individual identify himself with the target (organization). Epitropaki (2013) conducted a study on Greek organizations indicated that employees' perception of psychological contract breach negatively affected their organizational identification. It means that if a person identifies himself with the organization is less likely to perceive breach. Possession provides people with a sense of psychic comfort, an emotional connection, pleasure and security (Heidegger, 1967; Dittmar, 1992). The argument is that if employees are feeling connected with and belonged to their work and organization and identifies with the values and goals of the organization; employees are less likely to be incongruent and vigilant (a cause of perception of psychological contract breach) of employer's inducements. Further such employees are less likely to perceive discrepancies between the promised obligations and met obligations leading to the reduced perception of contract breach. Beggan (1992) found that that people evaluated objects/ targets more favorably when they felt a sense of ownership for the target. Similarly Avey et al. (2009) stated that employees who experience a sense of ownership at work are more positive. Thus it is conjectured that –

H: *Psychological ownership will have negative influence on employee's perception of psychological contract breach.*

METHOD

Sample and Survey Procedures

The study is cross-sectional and based from the perspective of employees. Data were taken from 250 fulltime employees randomly from two major banks in Bhutan. Respondents were called up during their working hours with the prior permission from the competent authority. The schedule was completed by the researcher. Age range of respondents in this study was between 25 and 53 years, with average for the sample being 33 years approximately. Thus the sample consisted of respondents from a fairly well distributed age-group. Approximately 60 percent of the respondents were male. In terms of educational attainment, the sample population consisted of employees with graduate and above qualification (73 per cent) and the remaining was below graduate. All the necessary information regarding the study and ways to respond on questionnaire were shared with all respondents. Respondents were assured of confidentiality of their responses and were told that their responses shall be used for the research purpose only.

Measurement of Variables

Psychological contract breach was measured by the 5-item scale developed by Robinson and Morrison (2000). This scale is a global measure of contract breach. Such global measures are effective tools for capturing overall perceptions of how much an organization has fulfilled (or not) its promises. Items were measured on 5-point likert type scale ranging from 1 (strongly disagree) to 5 (strongly agree). The 5 items were averaged with higher values representing greater degree of psychological contract breach. Reliability of the scale was found to be .78 (Cronbach's alpha).

Psychological ownership was measured by the 12-item scale developed by Avey et al., (2009). The scale measures the construct from four dimensions – self-efficacy, accountability, belongingness and self-identity with 3 items each. Items were measured on 5-point likert type scale ranging from 1 (strongly disagree) to 5 (strongly agree). Higher score reflects higher psychological ownership. Reliability of the scale was found to be .76 (Cronbach's alpha).

RESULTS

Mean, standard deviation, and correlation for the study's variables are presented in table 1. The relationship between psychological ownership and PCB was found to be negative and significant ($r = - 0.221$, $p < 0.01$). It indicates that as increase in psychological ownership reduces the perception of employee's PCB.

Influence of Psychological Ownership on Psychological Contract Breach

Table – 1: Mean, Standard Deviation (SD) and correlation coefficient among variables

	Variables	Mean	SD	1	2	3	4	5	6	7	8
1	Age	33.62	.58	1							
2	Qualification	1.42	.52	.164*	1						
3	Self Efficacy	3.24	.48	.029	.020	1					
4	Accountability	3.09	.52	.015	-.044	.765*	1				
5	Belongingness	3.15	.47	.032	.017	.771*	.784**	1			
6	Self-Identity	2.86	.58	.036	.035	.658*	.517**	.590**	1		
7	Psy Ownership	3.34	.49	.132	.043	.755*	.762**	.755**	.821**	1	
8	PCB	2.92	.81	.065	-.017	.118	-.278*	-.211**	-.238**	-.221**	1

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Psy Ownership = Psychological Ownership

PCB = Psychological Contract Breach

Hypothesis Testing

Table 2 presents summary of stepwise multiple regressions analysis of psychological ownership and perception of PCB. Results showed that PCB is significantly and negatively related to psychological ownership ($\beta = -0.37$, $p = .01$). ΔR^2 is found to be 0.21 which indicates that psychological ownership explains 21 percent variation on PCB. F values with 14.23 corroborates this as it is found to be significant ($p = .01$). Thus, the hypothesis which predicted that psychological ownership will negatively influence on employee's perception of psychological contract breach was supported.

Looking into the details of which dimensions of psychological ownership contribute in predicting PCB, summary of hierarchical regression analysis revealed that all the four dimensions significantly contributes in the prediction.

Table 2: Stepwise hierarchical Regressions for PCB as a Function of Psychological Ownership

Variables	β (Standardized Coefficient)	t-value	R	R ²	ΔR^2	F	P
Step 1							
Age	.20	2.44					.01
Qualification	.16	1.95					.05
			.16	.07	.07	1.35	.25
Step 2							
Age	.20	2.40					.01
Qualification	.14	1.76					.08
Self Efficacy	.32	3.65					.00
Accountability	-.25	2.77					.02
Belongingness	-.30	2.92					.02
Self-Identity	-.41	4.82					.01
Psy Ownership	-.37	3.77					.01
			.45	.25	.21	14.23	.01

DISCUSSION

The present study aimed to explore the influence of psychological ownership on perception of PCB. Findings of the study supported the assertion that psychological ownership does influence employee's perception of PCB. It implied that if employees develop ownership with the organization, believe that the organization is their own, employees probably becomes less susceptible to look for inducements by organization, becomes less susceptible to perceive discrepancies between promised expectations and met obligations. It is possible that a sense of possession, the basics of psychological ownership, with the organization reduces employee's tendency to become vigilant and reduced level of incongruent which causes perception of breach. Vigilant enables employees keep monitoring about the how well organization is fulfilling its obligations. Employees with psychological ownership develops an identity with the organization, feels connected with and accountable to the organization are less likely to react against the perception of breach which may result into perception of breach. Reason could be that sense of 'Mine' or feeling of 'Possession' which result from being connectedness, belongingness, self-identity etc, towards the organization, creates positive feelings, gives pleasure towards the organization. This generated positive feeling and pleasures reduces employee's tendency to look for the discrepancies between what is promised and what is met (PCB). People evaluate targets more favourably when they feel a sense of ownership for the target (Beggan, 1992, Nesselroade, Beggan, & Allison, 1999). Feelings of psychological ownership lead to positive attitudes about

the entity (Nuttin, 1987). Another reason could be that ownership helps to fulfill three basic human needs: having a sense of place, efficacy and effectance, and self-identity (Pierce et al., 2001). When organization provide employees to fulfill these needs, employees are likely to be motivated to reciprocate in the form of positive assessment of mutual expectations and obligations. Pierce, Rubenfeld and Morgan (1991) have theorized that psychological ownership is associated with positive behavioural and psychological consequences. Psychological ownership influences PCB because when an employees with a sense of ownership, works hard and contributes to the organization much more than employees with reduced or no sense of ownership. Because of employee's high level of contribution, employer resists in renegeing (one cause of PCB which refers to intentional breach of the actual promises). Employer meets its obligations because of employees are considered as assets of the organization. Failing to meet obligations by employers to performing employees may likely to cost to the organization (Morrison & Robinson, 1997).

CONCLUSIONS and IMPLICATIONS

In modern business environment employees have become asset more important than technology in the survival and growth of organization. Organization should pay special attention and consideration towards the perception of employee's psychological contract breach because it affects so many organizational outcomes including employee's performance. Some ways have been explored to deal with the breach problem. The present research took the position that psychological ownership can be used as one of the mechanisms to mitigate the problem of perception of breach and the study supported this notion. Employees having a sense of ownership with the organization are less likely to perceive their psychological contract breach. Insights gained from the research have fundamental implication for organizations. Common practices have been that human resource practitioners have typically been limited to employee stock ownership plans, stock options, compensation schemes (e.g. Wagner et al., 2003) to promote feelings of ownership. Probably less attention has been given towards psychological ownership to have desired organizational outcomes. The study revealed that organizations should make efforts through policies and practices to create psychological ownership (feelings of mine / ours) among employees in order to reduce the chances of perception of contract breach. Psychological ownership is construct that can be developed (Avey et al., 2009). Psychological ownership is not an enduring trait of personality and is context specific (Van Dyne & Pierce, 2004). Giving opportunity to influence work policies and actions, greater degree of control, autonomy etc., are ways by which organization can develop psychological ownership in employees (Pierce et al., 2001). Employees with reduced or no sense of ownership don't feel connected with the organization and are more likely to interpret organization's contributions in negative sense.

The research also has theoretical implication in the sense that the findings of the study significantly contribute in advancing the body of knowledge of psychological contract breach and psychological ownership. The study has unmasked interesting findings in the relationships between the two variables.

LIMITATIONS and FUTURE RESEARCH

The present study has some limitations, so findings of the study should be taken with some caution. First limitation is the small sample size, thus limiting the generalizability. The study also suffers from the common limitations of survey research that uses self-reported measures which are subject to social desirability bias. Persistent use of field studies and survey methods that produce co-relational data has resulted in a “methodological rut” (Taylor & Tekleab, 2004; Conway & Briner, 2009). Use of mixed method research design would be better to have better insight. Additionally, cross sectional nature of the study, as opposed to longitudinal and experimental methodology don’t allow affirmative causal explanation especially on the issue of psychological contract which is dynamic in nature. This study is conducted on banking sector, which consequently raises the issue of generalizability of the findings on employees of other sectors because every organization is unique from others in terms of policies, practices, challenges etc. Future studies may be necessary to validate the findings and increase the accuracy of results by obtaining data from different employees of different sectors. Perception of violation of psychological contract is very subjective and dynamic also. So collection of information on the issue at one point of time may not give accurate picture. Future research should explore contract violation on experimental or longitudinal designs and provide more convincing evidence on the issue.

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Exploring the Relations between Executive Functions and Personality

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ABSTRACT

Recent academic attention in the neuropsychological groundwork of main personality factors, along with the recognition of both personality and executive functioning (EF) as major predictors of memory related problems, suggest the requirement of examining personality-EF connections. The main intend of this study was to probe into the associations between personality traits and executive functioning (i.e. Motivational Drive, Strategic Planning, Organization, Impulse Control, and Empathy). To fulfill the purpose of the study a sample consisting of approximately 50 graduate students were taken from Maharshi Dayanand University, Rohtak by using incidental sampling technique. The age range of the sample varied from 20 to 30 years. The participants were administered Executive Function Index (EFI) and NEO-FFI. The data was analyzed by using appropriate statistical analysis in order to delineate the relation between the variables under study. There are found positive significant associations on extraversion, openness and conscientiousness with executive functions. Neuroticism is found to be negatively correlated with executive functions. A notable contribution of Conscientiousness to executive functions among students is observed.

Keywords: *Personality, Executive Functions.*

Executive functions are vital for successful adjustment and performance in real-life conditions. They allow community to commence and complete tasks and to carry on in the face of challenges. Because the surroundings can be changeable, executive functions are essential to human ability to identify the meaning of unexpected circumstances and to make alternative sketch quickly when unusual happenings arise and interfere with usual routines. In this manner, executive function donates to success in workplace and school and permits people to handle the stresses of daily life. Executive functions also allow people to restrain inappropriate behaviors. Person with poor executive functions frequently have difficulties in dealing with others since they may say or do things that are strange or offensive to others. The majority of people

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experience urges to do or say things that could get them in problems, such as making a sexually open remark to a stranger, commenting negatively on someone's look, or insulting a powerful figure like a boss or police officer; but most people have no difficulty in suppressing these urges. When executive functions are damaged, however, these strong powerful and wishful desires may not be controlled. Executive functions are thus a significant factor of the ability to fit in the society. Executive functions are vital for goal-directed behavior and have been associated with a number of main constructs of personality. Executive functions (EF) refer to the set of general-purpose control processes that adjust thought and action in a wide variety of circumstances.

Present research outlines the relationship between a range of personality traits and a range of Executive functions. Given the span of functions believed to be connected to Executive functions, one may think that these individual diversities would be related to differences in executive functioning. Personality is the basis of what makes us unique individual. It is considered a characteristic way of thinking, feeling and behaving across different situations and events. Empirically and theoretically, it proves that personality is related to cognitive processes counted under the heading of executive functions. Furthermore, a connection come outs to be in such a way that individual differences in executive function correspond with differences in personality traits. Moreover, as research point out a different relationship may exist between the two factors of performance on attention and executive function tasks and psychopathic personality traits (Carlson, Thai & McLarnon, 2009).

Recent research has in fact reported several associations between potentially executive functions-related behaviors and personality. For example, impulsivity has been associated with many personality traits (Whiteside & Lynam, 2001). However, although it looks like that individual dissimilarity systems as broad and multifaceted as EF and personality would be attached in some manner, data related these precise connections are relatively negligible. For example, research has suggested a link between extraversion and working memory (Lieberman, 2000). In short, specific instances of personality-EF links have been identified, but no major effort to chart these relationships has been undertaken.

There are two prime purposes of this paper. The first is to discover the suggestions of the personality construct of need to assess for a variety of cognitive, affective and behavioral outcomes. Because attitudes influence a multitude of mental and behavioral processes, and because need to appraise, predicts a person's inclination to form attitudes, the variable should be speaking out about cognitive, affective and behavioral processes that are correlated with attitudes. Executive functions are significant for objective-directed behavior and have been tied with a number of important constructs like personality. In any case, examining the connections between personality traits and cognitive (here, executive) functioning is a fascinating field. On one hand, it may help us understand what challenges and strengths people of different dispositions may have cognitively.

Exploring the Relations between Executive Functions and Personality

A limited number of studies have dealt with personality correlates of executive functions. One recent observation revealed that a composite measure of executive functions was associated with Agreeableness, Openness and Neuroticism (Williams, Suchy & Kraybill, 2010), whereas another examination using the Big Five as a personality model, explained Extraversion to Vigilance and Openness to be correlated with Fluency (Unsworth, Miller, Lakey, Young, Meeks, Campbell & Goodie, 2010). Researchers suggest that better Updating/Monitoring was connected with higher Openness and lower Neuroticism. Openness was also positively associated with Cognitive Flexibility (Murdock, Oddi and Bridgett, 2013). Campbell, Davalos, McCabe, and Troup (2011) found that extraversion and executive functions like shifting, updating, and inhibition have been linked to similar neurological substrates. It was found that more extraverted subjects showed different patterns of executive function working than the more introverted subjects. Extraverts executed best on more difficult tasks and on updating tasks. On the other hand, introverts executed best on set shifting tasks. Stringer, Marshall, Pester, Baker, Langenecker, Angers, Frazier, Archer, Kamali, McInnis and Ryan (2014) found Openness to experience came out to be a well-established personality factor and is correlated with cognitive performance.

Recent researches tell us something important about the mechanisms underlying the development of differing personalities. Of more general interest, this study may also provide some answers as to whether certain personality traits could be thought of as more “useful” or beneficial for success in life (as good executive functioning is crucial to many aspects of daily and professional life). In relation to executive functioning, it would appear the best evidence currently exists for high Neuroticism being linked with poorer EF, and higher Openness with better overall EF, the connections may be more specific than that, down to the level of certain sub-aspects of executive functioning. So, executive Control is required to deal with novel situations or when an action plan is needed.

Research also states that various dimensions of trait impulsiveness strongly associated with performance on several executive function tests in healthy young adults (Pietrzak, Sprague & Snyder, 2008). Rike, Johansen, Ulleberg, Lundqvist and Schanke (2015) explored the relationships between post-injury driving behavior (impulsive personality traits) and self-rating of higher-level functions. They found that baseline perceived executive functions and impulsive personality traits were extensively correlated with driving self-efficacy at follow-up. Research suggests that individuals in the common population with high levels of impulsive personality traits also showed poor executive function (Pietrzak, Sprague & Snyder, 2008). Krieger and Amador (2014) found between behavioral executive functions scores, cognitive style and personality factors like openness, conscientiousness, extroversion and agreeableness.

Recent researches also concentrate on the relationship of personality traits and executive functions in different problems also. Demir, Ucar, Ulug, Ulusoy, Sevinc and Batur (2002) found the relationship between enzyme activity, personality traits and executive functions. Pignatti and Bernasconi (2013) Cognitive deficits in Eating Disorders have been related to the executive

function domain. Analysis done by Bergeron and Valliant (2001) stated significant differences in executive functioning and personality, as offender groups revealed poor executive capacity and maladaptive personality characteristics in younger population. In another population, Affrunti, Gramszlo and Woodruff-Borden (2016) examined the cognitive shift domain of executive function, the role of fearful temperament and their interaction on separate dimensions of perfectionism. Results point out those children with higher cognitive shift deficits had major influence of fearful temperament on factors of perfectionism. Puric and Pavlovic (2012) investigates the executive function of shifting and its relationship to personality constructs and intelligence. The results of study throw light on neuroticism, stating that executive functions might play a noteworthy role in determining people's general emotional vulnerability. Adrian, Postal, Moessinger, Rasche, and Charles (2011) considered how executive functions and personality traits are communicated with driving performance among older drivers. Noteworthy associations were observed between poor driving performances and low scores on measures assessing shifting and updating functions.

In the most recent researches, explained the relationship between EF and Borderline Personality Disorder (BPD) in different group. McClure, Hawes and Dadds (2015) explored the relationship between EF and BPD and present evidences of high comorbidity between BPD and attention-deficit/hyperactivity disorder; though, in spite of a marked increase in research of EF and BPD in recent times, the specific nature of this association remains uncertain. They present a systematic review of this promising evidence base, with respect to researches of subjects identified with BPD in which EF has been guided in isolation from broader cognitive processes. The precise domains of EF, have been combined with BPD, whether deficits in EF are exceptionally associated with BPD, independent of comorbidity of psychopathology. Gvirts, Harari, Braw, Shefet, Shamay-Tsoory and Levkovitz (2012) inspect executive functions in both, patients of borderline personality disorders and their unaffected parents. They found that borderline personality disorders patients showed deficient in executive function working as compared to healthy subjects in sustained attention, cognitive planning and working memory. Different domains of executive functions such as response inhibition and working memory were considered together with basic cognitive processes in borderline personality disorder (Hagenhoff, Franzen, Koppe, Baer, Scheibel, Sammer, Gallhofer & Lis, 2013). The error rates were higher and increased more highly in BPD patients depending on working memory load.

A number of studies have suggested that various Executive functions are also related to more personality traits. Empirically, several studies have reported significant relationships between personality and executive functions (Dolan & Park, 2002; Matheson & Langdon, 2008). In addition, actions related to antisocial personality disorder for example, aggression (Giancola, 2004) and antisocial behavior (Morgan & Lilienfeld, 2000) are connected to poor executive functions. The present study conducts a comprehensive examination of executive functions relationships via a latent variable analysis of executive functions and personality in a university sample.

Exploring the Relations between Executive Functions and Personality

One limitation with several of the previous studies is that the relationship between executive functions and personality was observed using a single executive functions based task and a sole personality variable, and therefore may not offer the best proof for more general constructs. It is significant, therefore, to study these associations at an underlying level with multiple executive functions and personality measures. Two current observations have inspected the affiliation between personality and executive functions at a covert level. DeYoung, Peterson, and Higgins (2005) established that “Openness” was related to a broad executive functions factor derived from seven tasks. Similarly, Salthouse, Berish, and Siedlecki (2004) stated that a broad executive functions factor was related to Openness and Agreeableness. However, research suggests that executive functions represent a family of related functions rather than a single dominant function, so that it is unclear what aspect of Executive functions is being indexed in these studies.

Rationale of the study

The connection between personality traits and executive functioning is a fascinating field. On one hand, it may help in understanding what challenges and strengths people of different dispositions may have cognitively. On the other, it may tell us something important about the mechanisms underlying the development of differing personalities. Of more general interest, this study like it may provide some answers as to whether certain personality traits could be thought of as more “useful” or beneficial for success in life (as good executive functioning is crucial to many aspects of daily and professional life).

OBJECTIVES:

1. To examine the relationship between personality traits and Executive Functions among graduate students.
2. To assess the contribution personality traits as predictor of Executive Functions among graduate students.

Hypotheses:

1. Personality would be positively related with Executive Functions among graduate students.
2. Personality traits would significantly predict Executive Functions among graduate students.

METHOD

Sample:

The study was conducted on a sample of 60 graduate students from M. D. University, Rohtak. The age ranges of the subjects varied from 20 to 30 years. They were selected from various departments and library on the basis of incidental sampling technique who are not suffering from any chronic disease for two month were taken.

Design:

The goal of the current study was to examine links between personality traits and executive functions. For this purpose, a correlational design was employed. A correlational research can establish whether two variables tend to be related to each other or not. To find out the main a predictor of personality trait on executive functions among graduates regression method was applied.

Tools:

On the basis of objectives, following standard measures of personality and executive functions were selected for the data collection:

- **The NEO-Five Factor Inventory:** It is developed by Costa and McCrae (1992) for adult (17+) men and women without overt psychopathology. It is a 60 items version of the NEO-PI-R that is scored for the five domains only. The Hindi version of the inventory was used in the present study. It consists of five 12-item scales that measure each domain and each item consists of five answer choices graded in intensity from (0 to 4) according to the instructions. NEO-FFI has been found to be a useful tool for evaluating five broad domains or dimensions of personality that are used to describe human personality. The Big Five factors are neuroticism (N), extraversion (E), openness (O), agreeableness (A) and conscientiousness (C). Two week test-retest reliability is uniformly higher, ranging from .86 to .90 for the five scales (Robin, Fradey, Roberts, & Trzesniswski, 2001) and internal consistency range from .61 to .86 (Costa & McCrae, 1992). The reliabilities of the five scales were assessed in term of internal consistencies and test – retest reliability. The alpha coefficient or the individual facet scale ranged from .56 to .81. The full scale coefficient alphas ranged from .86 to .95 (Costa at al. 1991).
- **Executive Function Index (EFI) by Spinella (2005):** EFI is a subjective measure of executive functioning consisting of 27 items which provide scores on five subscales derived through factor analysis: Organization (ORG), Strategic planning (SP), Empathy (EM), Impulse control (IC) , Motivational drive (MD). Each items is to be rated on a five point scale (scores to be assigned from 1 to 5). Studies using self-rated executive function (SREF) measures, such as the EFI, have yielded results that are consistent with other studies using more objective measures such as functional neuro-imaging and objective measures of behavior.

Procedure

For data collection, all the participants were individually contacted on their respective departments in the university. A cordial rapport was established with all the participants by talking with them generally about their life. After establishment of healthy rapport, they were provided with the response sheets in mixed order. Respondents were asked to read the instructions carefully and requested to attempt all the items. Sufficient time was given to the participants for each tool to read and fill. A rest of 10 minutes was given to the participants between tests to prevent them from fatigue. After completion of the measuring tools, response

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sheets were taken back from the participants and they were thanked for their valuable time and cooperation. The data were analyzed with the help of Pearson's Product Moment method of correlation and Multiple Regression.

RESULTS AND DISCUSSION

The primary aim of the present study was to find out personality as correlates of executive functions on a sample of 60 graduates. The correlations among components of personality and executive functions are observed by applying Pearson correlation with the help of SPSS 16.0 version.

Correlational Analysis

In order to examine the degree of association among the variables used in the study correlations between all possible pairs were computed. The following table consists of index of correlation among Personality traits and Executive Functions.

Table 1 expresses the correlation between Personality dimensions and Executive Functions ranges between .36 and .26. The correlations between Factor neuroticism 'N' and Executive Functions dimension of impulse control (IC) are -.29. The negative correlations are significant at .05 level. The negative correlation indicates that students who are emotionally reactive and vulnerable to stress, anxiety or depression have less impulse control like self-inhibition, risk taking, and have no social conduct.

Table 1: Coefficient of correlation between dimension of Personality and Executive Functions.

		Executive Functions				
Personality		Organization (ORG)	Strategic Planning (SP)	Empathy (EM)	Impulse Control (IC)	Motivational Drive (MD)
	N	-.24	-.13	-.04	-.29*	-.25
	E	.06	.34**	.19	-.06	.26*
	O	.11	.33*	.24	.01	-.13
	A	.04	-.04	.01	.10	-.06
	C	.18	.34**	.26*	.34**	.36**

Note: *p<.05, **p< .01 (Two tailed)

The correlations between Factor 'E' (extraversion) and Executive Functions dimension on Strategic Planning (SP) and Motivational drive (MD) are .34 and .26 respectively. The correlations between Factor 'E' and executive functions dimension on Strategic Planning (SP) are significant at .01 level and with Motivational drive (MD) are significant at .05 level. The positive correlation between Factor 'E' and executive functions dimension on Strategic Planning and Motivational drive indicates that students who are having tendencies of going out, talkative,

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have great social relationship, have tendencies to think ahead, plan, and use strategies and have tendencies to behavioral drive, activity level, and interest in novelty.

The correlations between Factor 'O' (openness) and executive functions dimension on Strategic Planning (SP) is .33 significant at .05 level. The positive correlation between factor 'O' and Strategic planning indicates that students who are open to experience have tendencies to think ahead, plan, and use strategies. The correlations between factor 'A' (agreeableness) and executive functions dimensions are found non-significant.

The correlations between factor 'C' (Conscientiousness) and dimensions of executive functions i.e. Strategic Planning (SP), Empathy (EM), Impulse Control (IC) and Motivational Drive (MD) are .34, .26, .34 and .36 respectively. The correlations between factor 'C' and executive functions i.e. Strategic Planning, Impulse Control and Motivational Drive are significant at .01 level. The correlations between factor 'C' and executive functions i.e. Empathy is significant at .05 level. The positive correlation between Factor 'C' and Executive Functions i.e. Strategic Planning, Empathy, Impulse Control and Motivational Drive indicates that students who are having trait of self-discipline and act dutifully have the tendencies to think ahead, plan, and use strategies, have tendencies to think for the well-being of others, and a cooperative attitude, self-inhibition and have tendencies to behavioral drive, activity level, and interest in novelty.

Multiple Regression:

In order to assess the predictability of personality traits stepwise multiple regression **was** used.

Table: 2 , Summary of Stepwise Multiple Regression Analysis Dependent Variable: Life Satisfaction.

S. No.	Steps	Variable	R	R ²	R ² Change	B	F	P
1	1	Conscientiousness (C)	.47	.22	.22	.82	16.00	.01

Table-2 shows the results of stepwise regression analysis for the dependent measure executive functions in the sample of university students. The predictor measure of Conscientiousness (C) accounts for 22% of the variance in executive functions and significant at .01 level of probability in students. Results show a notable contribution of Conscientiousness to executive functions in students. It may be interpreted that students who are having trait of self-discipline and act dutifully have the tendencies to think ahead, plan, and use strategies, have tendencies to think for the well-being of others, and a cooperative attitude, Impulse control and have tendencies to behavioral drive, activity level, and interest in novelty.

The results of stepwise regression analysis have clearly revealed that Conscientiousness variable contribute significantly to the prediction of student's executive functions. The results of the present study are supported by the recent researches Bogg and Roberts (2013) stated that

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executive function is a more powerful predictor of two health-related behaviors than the personality trait sphere of conscientiousness. Hall, Fong and Epp (2013) also made clear that executive function, conscientiousness and neuroticism were major predictors of health behavior in age-corrected regression analyses. Buchanan, (2015) revealed that problems of self-reported executive function were seen to associate with low conscientiousness, neuroticism, with medium to large effect sizes.

CONCLUSION

Overall, these results support the existence of specific links between personality traits and executive functions in individuals. Most prominently, results of the present study signal a new and stimulating line of research concerning the role of executive functioning in shaping at least assured (i.e. conscientiousness) personality traits. There are found significant positive relationship between personality and executive functions among graduate students. Students who are having trait of self-discipline and act dutifully have the ability to Strategic planning, Empathy, Impulse control and Motivational drive and students who are emotionally reactive and vulnerable to stress, anxiety or depression have less impulse control. Results show a notable contribution of Conscientiousness to executive functions i.e. students who are having trait of self-discipline and act dutifully has the ability to Strategic planning, Empathy, Impulse control and Motivational drive.

In general most of the results of the present study maintain the hypotheses and earlier research observations. All the associations between personality and executive functions are found significant. The result of total group explains that the subjects express positive significant associations on extraversion, openness and conscientiousness with executive functions. Personality dimensions i.e. neuroticism is found to be negatively correlated with executive functions. It shows that students who are showing neurotic tendencies have less executive functions. It is also observed that those students who are high on open to experience, extraversion and Conscientiousness are having better executive functions. On the basis of these results, a notable contribution of Conscientiousness to executive functions among students is observed.

IMPLICATION

Intervention programme for increasing Conscientiousness should be implemented in educational institutions. Subjects high on neuroticism should be given training for impulse control. Strategic planning is associated with openness to experiences, Extraversion and Conscientiousness, thus person high on these dimensions should be recruited for job that requires strategic planning.

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Anxiety among the Patient with Lumber Disc Prolapse:

A Case Report

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Keywords: *Anxiety, Patient, Lumber, Case Study*

Anxiety is an internalized fear aroused by an impulse. It is a painful emotional experience produced by excitations in the internal organs of the body. It is the form of fear not based on the present situation, but also upon the actual or imaginative experience of the past, present, and future. The symptoms of anxiety are common in the community and typically persist for many years and are also associated with personal disorders.¹

There are various types of anxieties but we mainly focused on two types of anxieties with respect to our case and these are:

1. STATE ANXIETY:
2. TRAIT ANXIETY:

STATE ANXIETY:

It is an emotional state or condition characterised by the consciously perceived feeling of tension and apprehension. This may vary from the time to time.

TRAIT ANXIETY:

Trait anxiety refers to the relatively stable individual differences between people in the tendency to respond to the situation that are perceived as threatening with elevations. It refers to the required behavioural disposition^{2,3}.

LUMBER DISC PROLAPSE:-

The term prolapsed disc means the protrusion or extrusion of the nucleus. It is not a onetime phenomenon rather it is a sequence of change in the disc which ultimately leads to its prolapse. It is a spinal condition that can cause lower back pain as well as numbness, tightness of pins and

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needles, feeling of muscle weakness in the lower body. This is also referred to as a herniated or ruptured disc and is usually caused by normal age related deterioration ^{4,5}.

CASE REPORT

In present case study we examined the middle aged female patient who was suffering from lumbar disc prolapse from last five years. It was observed that the patient has developed the anxiety due to this chronic illness. So in order to measure the anxiety level of the patient we used the state and trait anxiety scale. This scale consists of 60 items, 30 of trait anxiety and 30 of state anxiety. There are no right and wrong responses in this scale. Methodology involved providing instructions to the patient about this scale and making the patient mark the responses on the form containing 60 items and then it was scored. We found that the patient scored high on both traits and state anxiety which shows that the patient's anxiety level is very high.

DISCUSSION

PHYSIOLOGICAL BASE OF ANXIETY:-

Anxiety is a psychological, physiological, and behavioural state induced in animal and humans by a threat to wellbeing or survival either actual or potential. It is characterized by increased arousal and expectancy autonomic and neuroendocrine activation of specific behavioural patterns. The function of these changes is to facilitate coping with an adverse or unexpected situation ¹⁰. Anxiety is a unique and coherent cognitive, affective, structure within our defensive and motivated system, at the heart of this structure is absence of uncontrollable focused largely on possible negative events in contrast with fear where danger is present and eminent. ¹¹ Thierry steamer in his study reported that neurotransmitters such as dopamine and serotonin cause varieties of mental tensions which makes person feel anxious. He further reported in his study that amygdala and cingulate pre-frontal lobe and cortex are also involved in anxiety disorders ¹⁰. The emotional processes to fear and anxiety that have been most extensively studied have involved pavlovian fear conditioning and fear potentiated startle. ^{12,13} These types of "fear learning" have been shown to comprise experience dependent forms of neural plasticity in an extended anatomic network that centers around the critical involvement of amygdala ^{14, 15}. The structures that function in concert with the amygdala during fear learning include other mesotemporal cortical structures, the sensory thalamus and cortices, the orbital and medial prefrontal cortex, the anterior insula, the hypothalamus and multiple brainstem nuclei. ^{14,13,16}

PSYCHOLOGICAL BASE OF ANXIETY:-

The psychological symptoms are more common in women than in men. The indications of uneasiness are a mental state described by over the top and steady state described by over the top and steady stress pressure and anxiety. Many of the signs of anxiety are the same issues we would experience if we had a serious health problem. It can cause chest pain, dizziness, vertigo caused by nothing more than being a bit hungry to be of no concern, loss of appetite, lack of interest in sex, muscles attacks, headaches, insomnia, frequent panic attacks etc. The person is also at increased risk of diabetes, high blood pressure, heart diseases, rise of coronary events etc.

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These symptoms may begin immediately or year later. Anxiety is normal reaction to stressful situations. But in some case it becomes excessive and can cause suffering for every day situation. But in some cases it becomes excessive and can cause suffering for everyday situation. It is frequently co-occurring with depression, exaggerated worries and expectations of negatives outcomes in unknown situation²².

PHYSIOLOGICAL BASE OF LUMBER DISC PROLAPSE:-

Lumbar disc prolapse is a common condition that frequently affects the spine in young and middle-aged patients^{17, 18, 19}. The lumbar intervertebral disc is a complex structure composed of collagen, proteoglycans, and sparse fibrochondrocytic cells that serve to dissipate forces exerted on the spine. As part of the normal aging process, the disc fibrochondrocytes can undergo senescence, and proteoglycan production diminishes. This leads to a loss of hydration and disc collapse, which increases strain on the fibers of the annulus fibrosis surrounding the disc. Tears and fissures in the annulus can result, facilitating a herniation of disc material, should sufficient forces be placed on the disc. Alternatively, a large biomechanical force placed on a healthy, normal disc may lead to extrusion of disc material in the setting of catastrophic failure of the annular fibers¹⁷. Regardless of etiology; herniations represent protrusions of disc material beyond the confines of the annular lining and into the spinal canal. Back pain may occur due to disc protrusions that do not enter the canal or compromise nerve roots¹⁷. The more treatable condition of lumbar radiculopathy, however, arises when extruded disc material contacts, or exerts pressure, on the thecal sac or lumbar nerve roots^{17, 18}. The pain associated with lumbar radiculopathy occurs due to a combination of nerve root ischemia and inflammation resulting from local pressure and neurochemical inflammatory factors present within the disc material^{18, 20, 21, 19}. Lumbar disc herniations exist on a continuum of degenerative spinal processes that include intervertebral disc degeneration and lumbar spondylitis¹⁸.

PSYCHOLOGICAL BASE OF LUMBER DISC PROLAPSE:

Thoughts of the pain as influenced by previous experience, knowledge and motivated effective emotional response like anger, anxiety and fear which motivate the response to pain and all this contribute to the complexity of painful experiences⁶. Pain and fear are the emotional response to the pain experiences which is threatening. Such as one that leads to pain sensation^{7, 8}. Future avoidance of painful activity is often the resulting behaviour adopted to protect oneself from repeat of these painful experiences⁹. Substantial amount of research has explored the possible relation between depressive disorders and chronic pain.²³

CONCLUSION

From the above case study we concluded that it is important to have the knowledge of psychological aspect of chronic ailments as the same is important for holistic treatment of an individual suffering from chronic ailments. The knowledge of psychological aspect of the patient suffering from chronic Lumbar disc prolapse is important for physiotherapist, orthopedic an and

neurosergon, as these patients usually develop the anxiety disorder. Therefore psychological counselling is utmost required for overall cure and treatment of these patients.

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Learning Experiences and Scholastic Achievement of School Students in Mathematics – Role of Intervention

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ABSTRACT

The present study examined the influence of intervention incorporating multiple intelligences on learning experiences and scholastic achievement of secondary school students. Data was collected from 208 students of 6th grade by following two stage sampling technique. Data was subjected to statistical analysis using chi-square, 't' test and wilcoxon signed rank test. It was observed that in class rooms in which teacher incorporates multiple intelligences in teaching practices the students showed more interest in mathematics and also showed higher scholastic achievement. It has been recommended to follow the same teaching approach to generate interest among students in mathematics.

Keywords: *Learning Experiences, Mathematical Performance, Multiple Intelligences,*

Although scientific and technological developments are mathematics based many students continue not only to perform poorly in mathematics, but also have a sense of fear and dislike towards mathematics. Hence, they give up early on and dropout of serious mathematical learning. As children learn in variety of ways (National Curriculum Frame work, 2005) through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking and reflecting and expressing oneself in speech, movement or writing both individually and with others. They require opportunities of all these kinds in the course of their development. Rich and stimulating learning experiences are needed for children's optimum achievement. According to Pamela Lie beck (1984) children need the emotional stimulus of real materials and problems in which they feel interest and involvement.

In the study the role of teaching practices in the development of children's interest in reading and mathematics 'Marjia Kristina and Lerkanen (2012) found that when teachers placed greater emphasis on child centered teaching practices than on teacher directed practices, the children showed more interest in reading and mathematics. Iulianna Marchis (2011) in the study. "Factors that influence secondary school students attitude to mathematics" observed that students could

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like, enjoy or the opposite could hate mathematics. There is a correlation between students attitude to mathematics and their mathematics results. Thus it is important to develop a positive attitude towards learning mathematics. This attitude can be influenced by many factors including learning experiences.

In the study conducted by Douglas, Onik; Burton, Kimberly Smith and Durham, Nancy Reese (2007) examined the effects of multiple intelligences teaching strategy on the academic achievement of eighth grade mathematics students. The findings of the study revealed that the students who are taught in an environment utilizing multiple intelligences strategies achieved higher academic maths test scores than those students who did not. The studies conducted by Temur, Ozlem Dogan (2007) Dannen hoffer, Joanv. and Radin, Robert J. (2005) have also revealed similar findings.

Against this context, the present study examined the influence of intervention incorporating multiple intelligences on learning experiences and scholastic achievement of secondary school students.

OBJECTIVES

The objectives of the present study are:

1. To assess the learning experiences of students in mathematics
2. To study the impact of teaching activities prepared according to multiple intelligences theory on learning experiences of students.
3. To compare the mean achievement scores of scholastic achievement test before and after intervention.

Hypothesis

1. Students learning experiences and scholastic achievement are influenced positively by the teaching learning activities prepared according to multiple intelligences theory.
2. The performance of students could be improved significantly by the intervention incorporating multiple intelligences.

METHODS

Research design

This is a primary research covering sixth grade students from Urban and Semi urban schools

Sample

A non probability sample of 208 students of which 120 boys and 88 girls were selected from 7 schools of Hyderabad and Ranga Reddy districts of Telangana State. Two stage sampling technique was followed to select the sample. In the first stage randomly 7 schools were selected. In the second stage 32 students of sixth grade were selected randomly from each school. 16

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students were dropped from the study on various reasons (irregularity, not showing interest etc.) So, the data related to 208 students (out of 224) was subjected to in house data analysis.

Research tools

Research tools included a personal data sheet, student's interview questionnaire and scholastic achievement test in mathematics. Personal data sheet was used to collect information like gender, community, family income per month. Student interview questionnaires were used to gather information on learning experiences of mathematics before and after intervention. Scholastic achievement test was used to measure scholastic achievement before and after intervention.

Intervention Process

The intervention Process included teaching mathematics incorporating multiple intelligences (Logical Mathematical Intelligence, Linguistic Intelligence, Interpersonal Intelligences, Intrapersonal intelligence, Naturalistic Intelligence, Bodily Kinesthetic Intelligence, Spatial intelligence and Musical Intelligence). Due to space constraints this process is not elaborated.

Procedure

Research was conducted after taking permission from the school authorities and obtaining consent from the students. After fixing the tentative time schedule for the study, data was collected from the students before and after intervention.

Data Analysis

Data was analysed by using statistical techniques chi square, 't' test and wilcoxon signed rank test

Ethical issues followed

A written consent was taken from the school authorities to conduct the study. Similarly an oral consent from the students was taken. The freedom to withdraw from the study at any stage was given to school authorities and students. Confidentiality of the data was assured. Finally data was collected from the students with the help of research tools (self administered questionnaires)

RESULTS

The results were presented under two sections (section I & II) Section I consists of sample and learning experiences of mathematics and section II consists of scholastic performance of students in mathematics.

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Section I

Table No.1, Showing distribution of sample (N=208)

Category		Sample size	Percentage	Total
Gender	Boys	120	58	208
	Girls	88	42	
Community	BC	74	36	208
	SC	62	30	
	ST	30	14	
	OC	42	20	
Family income per month (in rupees)	Upto 5,000	63	30	208
	5,000-10,000	88	42	
	Above 10,000	57	28	

From the above table No. 1. It is evident that out of 208 students 120 are boys (58%) and 88 are girls (42%). Community wise BC's are 36% and SC's are 30%. The ST and OC are 14% and 20% respectively. 42% of the families belong to income group of Rs. 5,000 – Rs. 10,000 and 30% families up to Rs. 5,000 income per month. 28% of the families belong to income of above Rs. 10,000 per month.

Table No.2, Showing students learning experiences of mathematics (N=208)

Learning Experience		Pre intervention	Percentage	Post Intervention	Percentage	Chi-square
Fear of mathematics	Yes	113	54	20	10	10.4*
	No	95	46	188	90	
Enjoying mathematics	Yes	68	33	188	90	10.7*
	No	140	67	20	10	
Feeling towards mathematics (Interesting)	Yes	72	35	186	89	13.02*
	No	136	65	22	10	
Like to do maths homework	Yes	84	40	182	88	17.34*
	No	124	60	26	12	

*Significant at 0.01 level

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From the above table No. 2 it can be observed that 113 (54%) students before intervention expressed that, they have fear of mathematics. After intervention 20(10%) students expressed fear of mathematics. The number of students who expressed that they enjoy mathematics and they like to do maths s home work were 68 (33%) and 84 (40%) respectively before intervention. The corresponding values after the intervention were 188 (90%) and 182 (88%) respectively. It was also observed that 72(35%) students shown interest in mathematics before intervention and 186 (89%) students after intervention. Chi square values indicate that the results are significant.

Section II

Table No. 3, Showing comparative performance of students scholastic achievement test marks (N=208)

Intervention	N	Mean	SD	T Value
Pre test	208	12.6	5.3	17*
Post test	208	17.3	5.8	

*Significant at 0.01 level

From the above table No. 3 it can be observed that the mean scores of students before and after intervention are 12.6 and 17.3 respectively for the SD values of 5.3 and 5.8. ‘t’ value indicate that the results are significant.

Table No.4, Showing students comparative performance on wilcoxon signed rank test (N=208)

		N	Percentage	Mean Rank
SAT post intervention (-)	Negative Ranks	19 ^a	9%	37.58
	Positive Ranks	178 ^b	86%	105.56
	Ties/ Same Ranks	11 ^c	5%	
	Total	208		

*SAT : scholastic achievement test

a: SAT post intervention < SAT pre intervention

b: SAT post intervention > SAT pre intervention

c: SAT post intervention = SAT pre intervention

From the above table No. 4 it can be observed that 19 students SAT post intervention ranks are less than SAT pre intervention, 11 students SAT post intervention and pre intervention ranks are same and 178 students SAT post intervention ranks are better than SAT pre intervention ranks.

DISCUSSION

Many significant studies on multiple intelligences theory have been undertaken, but on applying multiple intelligences theory to the teaching of mathematics are relatively less. The effectiveness of multiple intelligences theory is supported by the findings of a study conducted by Hardward's project zero (Hoerr, Thomas 2011). In interviewing the principals of 41 schools using multiple intelligences approach of teaching, 78% of them said that their schools had realized gains on standardized achievement scores and 63% attributed the growth to practices inspired by multiple intelligences theory. Studies point out that when learning opportunities are combined by the curriculum by using multiple intelligences students understanding will be better and scholastic achievement will be more (Gardner, 1997, 2006). The results of the present study are in tune with the findings of other studies, as mentioned above.

The first hypothesis predicted that students learning experiences and scholastic achievement are influenced positively by teaching learning activities prepared according to multiple intelligences theory. Table No. 2 presents the influence of the intervention programme. The percentage of students who had fear of mathematics decreased (54% to 10%) after the intervention and the percentage of students who enjoy mathematics increased (33% to 90%) after the intervention. It is also observed that the percentage of students who perceived mathematics as an interesting subject increased from 35% to 89% and the percentage of students who like to do mathematics home work increased from 40% to 88% after the intervention. Table No. 2 clearly indicates that chi square is significant at 0.01 level of significance for all the learning experiences of mathematics indicating the positive influence of the intervention. From table No. 2 it can be inferred that the number of students who had fear of mathematics decreased significantly 113 (54%) to 20(10%) after the intervention and number of students who enjoy mathematics increased significantly 68 (33%) to 188 (90%) after the intervention. Similarly the number of students who like to do mathematics homework increased significantly [84 (40%) to 182 (88%)]. The results indicate the effectiveness of the intervention.

The second hypothesis of the study predicted that the performance of students could be improved significantly by incorporating multiple intelligences.

Table no. 3 presents the comparative performance of students scholastic achievement marks. Mean scores of students after the intervention (17.3) is higher than the mean scores of students before intervention (12.6). There is a significant difference in the performance of students who have gone through intervention incorporating multiple intelligences. This is evident from the 't' value (17) which is significant at 0.01 level.

Table No. 4 indicates that out of 208 students 178 (86%) students improved their performance after the intervention, which is evidenced from improved ranks. The mean rank for positive ranks is 105.6 and for negative ranks 37.6. It indicates that there are more high ranks for the positive differences. Which means improvement in their learning.

CONCLUSION

The present study suggested that learning experiences and scholastic achievement of secondary school students in mathematics influenced positively by incorporating multiple intelligences in teaching mathematics. The intervention helped the students to improve interest in mathematics, to overcome fear of mathematics and to score higher in mathematics scholastic achievement test.

RECOMMENDATIONS

- 1) Awareness and training programmes may be conducted for teachers on using multiple intelligences theory in teaching mathematics.
- 2) Teachers can be trained to design curriculum incorporating multiple intelligences.
- 3) Students may be made familiar with multiple intelligences and ways to incorporate in learning mathematics.
- 4) The study to be conducted in rural schools for the benefit of larger section of students population of this country.

IMPLICATIONS

The findings of the present study have clear implications for teachers to adopt new way of teaching mathematics. There is a need to place greater emphasis on child centred teaching practices (like incorporating multiple intelligences) than on conventional practices to improve students interest and performance in mathematics.

LIMITATIONS

The findings of the present study are limited in the sense that the sample (208) comprised of only urban and semi urban students of sixth grade. In order to be able to make more meaningful generalisations about the intervention, further studies should focus on more heterogeneous samples (urban, semi urban and rural) of larger size

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Psychological Wellbeing among Permanent and Sahayak School Teachers

Vikas K. Rohit^{1*}

ABSTRACT

Aim of the research is to find out the Psychological Well being among Permanent and Sahayak School Teachers. So investigator selected two groups one is male school teachers and other is female school teachers, both groups have 160 peoples. In each group has 80 permanent school teachers other one groups has 80 Sahayak school teachers. Data were collected from Anand Taluka. Scale was use for data collection is personal datasheet and Psychological wellbeing scale developed by Bhogale and Prakash (1995), 2x2 factorial design was used and data were analysis by 'F' test. Result show, Sex had significant impact on psychological wellbeing. The female school teacher's psychological wellbeing is better than the male school teachers. There was no significant difference of psychological well being between permanent and sahayak school teachers. There was not significant interaction effect of Types of teachers and sex on Psychological well being.

Keywords: *Psychological Wellbeing, Permanent Teacher, Sahayak Teacher, School*

The concept of well-being originated from Positive Psychology. The shift from negative to positive psychology is a welcome change in the discipline. The focus of positive psychology is to study the improvement in the lives of individuals. Positive Psychology has emerged from the problem of the west. Thus it may be inferred that knowledge is culturally conditioned.

"A state of complete physical mental and social well-being and does not consist only of the obsess of disease of infirmity"

-World health organization (WHO) (1948)

"Psychological well-being as the general experience by individual that there will be positive outcome or circumstance"

-Adams, Bezner, & Steinhardt (1997)

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Psychological well-being is usually conceptualized as some combination of positive affective states such as happiness (the hedonic perspective) and functioning with Optimal effectiveness in individual and social life (the eudemonic perspective) (Deci & Ryan 2008). As summarized by Huppert (2009, p.137) “Psychological well-being is about lives going well. It is the combination of feeling good and functioning effectively.” By definition therefore people with high PW report feeling happy, capable, and well supported, satisfied with life and so on; Huppert’s (2009) review also claims the consequences of PW to include better physical health, mediate possibly by brain activation patterns, neuro- element effects and genetic factors.

Measurement of psychological well-being utilizes various instruments lacking any having gained dominance as a “gold standard”.

AIMS OF THE STUDY

1. To study of the psychological well being among male and female teachers.
2. To study of the psychological well being among permanent and sahayak school teachers.
3. To study of the effect of interaction on psychological well being among the type of sex and teachers.

Hypothesis:

1. There is no difference between the psychological well being of the male and female teachers.
2. There is no difference between the psychological well being of the permanent and sahayak teachers.
3. There is no interaction effect of the psychological well being in the types of sex and types of teacher.

METHODOLOGY

Research design:

This research was adopted 2x2 factorial designs with 2 types of sex (male and female) and 2 types of teachers (permanent and sahayak)

Sample:

In this present study there are simple random sampling for this purpose Anand Taluka was selected. Sample taken from Various school of anand taluka Among this study 80 respondent of permanent school teachers 40 male and 40 female randomly selected as well as 80 respondent sahayak school teachers 40 male and 40 female selected. So in this study there are sample selected by simple random sampling method.

Tools used:

The following tools were used in the present study:

Personal Data sheet:

Certain personal information about respondents included in the sample of research is useful and important for research. Here also, for collecting such important information, personal data sheet was prepared. With the help of this personal data sheet, the information about types of teachers and types of sex was collected.

In this research following tools are used:

Psychological well being scale:

Psychological well-being questionnaire developed by Bhogale and Prakash (1995) was used to measure Psychological well-being. These are 28 sentences in this scale. All at the sentence had a two option “yes” or “no” belong two option can choose one option and marked by symbol (√). In positive sentence 1 point for yes and 0 point for no. and in negative sentence 1 point for no and 0 point for yes. The test – retest reliability coefficient is **0.72** and internal consistency coefficient is **0.84**. The author has reported satisfactory validity of the questionnaire.

Statistical Analysis:

In this study ‘F’ test was used for statistical analysis.

RESULT AND DISCUSSION:

Psychological wellbeing with reference to teachers and sex:

The main objective was to study whether Permanent and Sahayak male and female school teachers of differ in Psychological wellbeing. In this context, 3 null hypotheses (no.01to03) were constructed. For this purpose 2x2 factorial design was framed. To examine these null hypothesis statistical techniques of two way ANOVA was used. The results obtained are presented in table 1, 2 and 3.

Table No.1, (N=160) Means and SDs of psychological wellbeing with reference to teachers and sex.

Independent variable		Male	Female
Permanent Teachers	Mean (M)	18.79	18.36
	SD	5.06	5.34
	N	40	40
Sahayak Teachers	Mean (M)	16.12	16.73
	SD	3.83	4.39
	N	40	40

Psychological Wellbeing among Permanent and Sahayak School Teachers

Table No.2, (N=160), ANOVA summary of psychological wellbeing with reference to teachers and sex.

Source of variance	Sum squares	Df	Mean sum of squares	F	Sign. Level
Sex	149.92	1	149.92	7.007	0.01**
Teachers	0.282	1	0.282	0.013	NS
Sex & Teachers	8.840	1	8.840	0.42	NS
SSW(error)	3319.18	156	21.277		
SST	3553.98	159			
**p>0.01, NS= Not Significant					

Table No. 3. (N=160) Difference between mean score of Psychological well being with reference to teachers and sex.

Independent variable	N	Mean (M)	Difference between mean
Male	80	16.30	2.38
Female	80	18.68	
Permanent	80	17.53	0.05
Sahayak	80	17.48	

Psychological well being with reference to Sex:-

When F test was applied to check the impact of sex on psychological wellbeing among permanent and sahayak school teachers male and female, significant F value was found. The F value (Table No.2) is 7.007 which are statistically significant on level 0.01. Table 3 reveals that the mean score of psychological wellbeing of male and female are 16.30 and 18.68 respectively and the difference of means (2.38) which is very high and not negligible. Hence the null hypothesis 1 was rejected and it was conclude that there was significant impact of sex of male and female school teachers on their psychological well being.

Psychological well being with reference to Teachers:-

When F test was applied to check the impact of Teachers on psychological wellbeing among permanent and sahayak school teachers, No significant F value was found. The F value (Table No.2) is 0.013 which is statistically not significant. Table 3 reveals that the mean scores of psychological wellbeing of permanent and sahayak teachers are 17.53 and 17.48 respectively and the difference between two is 0.05 are remarkable at they were not statistically significant. Hence the null hypothesis 2 was maintained and it was concluded that there was not any significant impact of permanent and sahayak school teachers of on their psychological wellbeing.

Psychological well being with reference to interaction effect of sex and types of teachers:-

When F test was applied to check the effect of sex and teachers on psychological wellbeing no significant impact was found. The F value (table no 2) is 0.42 which is statistically not significant. Hence the null hypothesis 3 was maintained and it was conclude that there was not significant interaction effect of type of sex and type of teachers on psychological wellbeing.

CONCLUSION

1. There is significant difference between the Psychological wellbeing of types of sex. The female school teacher's psychological wellbeing is better than the male school teachers.
2. There is no significant difference between the Psychological well being of permanent and sahayak school teachers.
3. There is no significant interaction effect between the sex and types of teachers.

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Gender and Mental Health: Are There Differences?

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ABSTRACT

Mental health is clearly an integral part of health. There is no health without mental health. It is the foundation of well-being and effective functioning for an individual and for a community. Mental health and mental illnesses are determined by the interaction of multiple social, psychological and biological factors. The current study focuses on the gender differences in mental health among youth in Kerala. The participants consisted of 211 undergraduate students between 18 and 24 years. The data were collected using the Demographic proforma and the Mental Health Inventory (MHI). Results showed that youth in Kerala had average mental health. There were no significant associations between demographic characteristics and mental health. Independent sample t test revealed no significant gender difference in overall mental health but gender difference was observed in General positive affect. General positive affect was greater among males than in females. Findings of the current study conclude that male and female youth of Kerala do not differ in terms of their mental health. Limitations, strengths, and implications of the findings are discussed in detail.

Keywords: *Mental health, Youth, Gender, Positive affect*

Mental health is very much fundamental to physical health and quality of life, and thus it needs to be addressed as an important component for improving overall health and well-being of an individual. Mentally healthy individuals are reality oriented, know their limitations and possibilities, value themselves, respond to challenges efficiently, establish and maintain close relationships, pursue work that suits their abilities, and feel a sense of fulfillment. World Health Organization (WHO) (2001, p.1) defines health as “a state of complete physical, mental and social wellbeing and not merely the absence of disease and infirmity”. On par with this, mental health is also defined as “a state of well-being in which the individual realizes own abilities, copes with the normal stresses of life, works productively and fruitfully, and makes a contribution to the community” (WHO, 2001, p.1). While 12% of the global burden of diseases is attributed to mental disorders, the prevalence of these among the adult population is found to be 10%. It is revealed that the lifetime prevalence of one or more mental and behavioural disorders is 25% (Praveenlal, 2013). Because children below 19 years in countries that are not

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developed constitute 35–50% of the population (Patel, Flisher, Nikapota, & Malhotra, 2008), their mental health requires greater attention from authorities.

Review of literature suggested that ‘mental health’, as a concept for research, has drawn much attention in the recent times. A cohort study by Keyes, Dhingra and Simoes (2010) found that improvement in mental health predicts reduction in mental illness and vice versa. Emotional intelligence and intelligence show a relationship with mental health (Mathews, Roberts, & Zeidner, 2004). Emotional intelligence of the individual moderates the relationship between stress and mental health (Ciarrochi, Deans, & Anderson, 2000), and emotional repair is one of the main predictors of mental health (Montes-Berges & Augusto, 2007) whereas social disadvantage negatively influences it (Sharma, 1984).

Extant research shows that there is better mental health among Indian adolescents and youth with low prevalence of mental disorders compared to their counterparts in several other countries. In a multi-country study Tamini and Mohammady Far (2009) found that Indian students had better mental health and life satisfaction compared to Iranian students. Low prevalence of psychiatric disorders among children and adolescents (prevalence rate of 12.5% in 0-16 yrs) compared to Western countries is reported by Srinath, Girimaji, Gururaj, Seshadri, Subbakrishna, Bhola and Kumar (2005). More than 5% of them showed significant disability (4-16 yr group) and highest prevalence was reported in middle class urban areas. Pillai, Patel, Cardozo, Goodman, Weiss, and Andrew (2008) found that prevalence of any DSM–IV diagnosis among adolescents in Goa, India was about 2%. While anxiety disorders (1%), behavioural disorder (0.4%), depressive disorder (0.5%), and attention-deficit hyperactivity disorder (0.2%) were the commonest diagnoses, higher prevalence was observed among adolescents from urban areas, particularly among girls who faced gender discrimination. In a prospective, longitudinal, 6 years follow-up study, evaluating the incidence of childhood mental disorder among school children in India, 20 children out of 186 followed up had mental disorder hinting the annual incidence rate of 18/1000/Yr, as reported by Malhotra, Kohli, Kapoor, & Pradhan (2009) whereas according to Malhotra, Kohli, and Arun (2002) the prevalence rate of mental disorders was 6% among 4 to 11 years old children in Chandigarh. On the whole these prevalence rates were less than that of several western countries such as Canada - 18.1% (Offord, 1987), Switzerland -22.5% (Steinhausen, Metzke, Meier, & Kannenberg, 1998), and Germany -20.7% (Weyerer, Castell, Biener, Artner, & Dilling, 1988).

Relating gender to mental health is a very helpful strategy to aid in the identification of appropriate responses from the mental healthcare system, to understand the epidemiology of mental health problems, and thereby to increase public participation in mental health care (Vlassof, Garcia Moreno, 2002). Gender differences are observed in the prevalence of mental disorders such as depression, anxiety and somatic problems. Females report more problems although these disorders vary across age groups (Scott, 1998; Parker & Roy, 2001; Kessler, McGonagle, Zhao, *et al*, 1994; Hawton, Rodham, Evans & Weatherall, 2002; Linzer, Spitzer,

Kroenke, *et al.*, 1996) also. It is observed that Indian females exhibit high threshold of suffering and thus postponing or not receiving treatment for their health issues. This is thought to be associated with gender inequalities (Amin & Bentley, 2002). While examining patterns of gender socialization among youth in India and its association with mental health, Ram, Strohschein and Gaur, (2014) have also found that gender inequality is still present in Indian families. Although females had more gender-egalitarian attitudes they also had more constraints on their freedom than males. Gender bias was more recognized by males whereas mental health problems were more among females. Irrespective of the gender sample of this study identified two risk factors to mental health and these were violence in the family and restrictions to freedom. Extant literature also reveals contradictory findings on mental health-gender association. In a recent investigation, Mishra and Jha (2015) observed independent effect of gender on mental health among college students with males having better mental health. Whereas several other studies (Anand, 1999; Nanda, 2001; Deshmukh & Singh, 2013) have reported better mental health among females.

While Kerala is on the top for various indices of health compared to rest of the states in the country, it is not so with respect to mental health. Hackett, Hackett and Bhakta (1999) found mental disorders prevalent (9%) among 8 to 12 years old children from a community sample in Kerala. A survey (Rajan, Mohamed, Kumar & Mohammed, 2002) among 1000 households in Kerala identified gender-related issues in areas of stress experience, mental health, human well-being, and gender ideology. It is seen that men were having relatively better sense of well being, mental health and more progressive gender ideology. Women experienced more stress in most of the areas. But a change in trend in a positive direction indicated that the younger, better educated and the unmarried had better mental health irrespective of their gender. From North to Southern region of Kerala well being and mental health of men was found to be gradually increasing whereas for women the reverse was true. Recently it is observed that psycho-social problems are prevalent among Kerala's adolescents. In a sample of 600 adolescents from 10 higher secondary schools in five districts of Kerala, Mumthas and Muhsina (2014) estimated considerable prevalence of emotional (32%) and behavioural (27%) problems. While almost half of the sample felt that they are impatient and shy, majority reported being very anxious and getting angry easily. They also reported suicidal ideations (4%), feelings that they are not respecting others (9%), and, being very talkative, unorganized, and hyperactive and introverts (33%).

From the above review it is evident that mental health in association with gender among Kerala population is not much studied particularly among youth. Youth play an important role in building the nation and there is pressing need to examine mental health-gender association. Attention is required not only in terms of preventive and promotional measures, and health care services but also in terms of authentic research evidences to reconsider strategies to improve mental health. Hence the aim of this study was to undertake a cross sectional random survey of youth in a selected District of Kerala to estimate the level of their mental health with respect to gender. It was hypothesized that there will be significant difference in mental health among male and female youth.

MATERIALS AND METHODS

The current study uses a cross sectional survey approach and correlative design, and the key variables targeted in this investigation are: 'mental health' and 'gender'. Data were collected using a Demographic proforma and Mental Health Inventory (MHI) (Veit & Ware, 1983). Data for the present paper come from the pilot study conducted during April-May 2013 on ACEs, an epidemiological study conducted in Kerala.

Participants

The participants for the study were 211 Undergraduate youth between the age group of 18 to 24 years (Mean =18.76, SD=1.62) who were chosen from selected colleges in Kottayam district, Kerala through random sampling. Sample was chosen based on specific criteria for inclusion and exclusion. Informed written consent was obtained from participants prior to the study.

Measures

1. Demographic proforma: Data on age, gender, birth order, education type, family structure, domicile, marital status, mother's and father's education, mother's and father's occupation, monthly income of the family were obtained using a demographic proforma.
2. Mental Health Inventory (MHI) (Veit *et al.*, 1983): The Mental Health Inventory, developed by Veit and Ware and standardized in 1983, has 38 items. It is designed to measure the mental health of an individual within the past month. The MHI consists of six subscales for dimensions such as Anxiety, Depression, Loss of behavioural /emotional control, General positive affect, Emotional ties and Life satisfaction; two global scales *viz.*, Psychological Distress and Psychological Well-being; and, Global Mental Health Index score (A global Mental Health Index score is designed as the high level summary index of the person's mental health status reflecting the degree of psychological health). MHI has author reported, moderate test-retest reliability (.56 to .64) and the internal consistency of various sub scales obtained for the current study ranges from .81 to .96. Its validity has also been established.

Procedure

Ethical dimensions of the study were met by obtaining administrative permission from concerned institutional authorities, written consent from subjects, and approval from institutional ethical committee of Jubilee Mission Medical College and Research Institute, Thrissur. The investigator personally met students in their class. The sample was assured about the confidentiality of their data. After ascertaining that they understood the purpose of the study the instruments were administered with instructions. Participants reviewed a letter of information and completed questionnaire measures. Names were not included to safeguard the autonomy and identity and it was explained that participation was voluntary.

Statistical analysis

Statistical analysis was done with SPSS version 20. Descriptive statistics, Chi square test to find the association between mental health and demographic variables, and independent sample *t* test (for testing gender differences in mental health) were applied.

RESULTS

Among 211 youth participated in the survey 75 were females (36%) and 136 were males (65%). Majority (72%) were living in rural area with their biological parents (84%). More than half of the mothers (54%) and approximately half of the fathers (48%) had completed higher secondary education. Majority of fathers (60%) were self employed and mothers (71%) were home makers. About 47% of them were Hindus. The average monthly income of the family was between 5000 and 10000 Rs/- (Table not shown).

On analysis no statistically significant association was found between mental health and demographic factors such as place of residence, parents' education and occupation, monthly income of the family and religion (Table not shown). Analysis showed that the mean Global Mental health Index score of the sample was 156.73 ± 21.536 (\pm SD) which indicated average level of Mental health. Further, association between gender and mental health was tested with independent sample *t* test.

Table .1 Mean, SD, and 't' value of Mental health of male and female youth (N = 211)

Mental health	Male		Female		t value	p*
	M	SD	M	SD		
Global Mental Health Index	158.67	22.63	153.23	19.05	1.77	.079
Subscales						
Anxiety	22.90	6.39	23.77	6.10	-0.96	.338
Depression	11.71	3.06	11.97	2.68	-0.62	.538
Loss of Behavioural or Emotional Control	21.38	6.59	22.51	6.10	-1.22	.225
General Positive Affect	38.26	7.82	35.99	7.42	2.06	.041*
Emotional ties	8.57	2.62	8.23	2.82	0.88	.382
Life Satisfaction	3.81	1.25	4.05	1.17	-1.39	.166

**p* < .05 level

Table 1. shows that there is no statistically significant difference between Global Mental Health Index score ($t_{(209)} = 1.77$, $p > .05$ level) among males and females although mental health was slightly higher among male youth ($M = 158.67$, $SD = 22.63$) than female youth ($M = 153.23$, $SD = 19.05$). On subscales of MHI, General positive affect was significantly greater ($t_{(209)} = 2.06$, $p < .05$ level), among male youth ($M = 38.26$, $SD = 7.82$) than female youth ($M = 35.99$, $SD = 7.42$). Though males had slightly higher scores on Emotional ties ($M = 8.50$, $SD = 2.62$) than females ($M = 8.23$, $SD = 2.81$), females scored high on Life satisfaction ($M = 4.05$, $SD = 1.17$) than males

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($M=3.81$, $SD=1.25$) showing a reverse trend. However these differences did not attain any statistical significance (Emotional ties- $t_{(209)} = 0.88$, $p > .05$ level, Life satisfaction- $t_{(209)} = 1.39$, $p > .05$ level) indicating that the observed differences were due to chance.

On the whole, there was no significant difference in over all mental health among males and females although males had significantly greater general positive affect than females. These findings indicate that Keralite youth's mental health is not affected by their gender except on the aspect of positive affect. Males are more joyful, proud, elated, and contented than females. Whereas there was no gender difference in the degree of concern over losing one's mind, degree of anxiety or stress, depressed feelings, relationship with others or positivity of emotions.

Although the findings relating to the relationship between Gender and Mental health are contradictory, it is partially supportive to the findings from extant literature (Rajan *et al.*, 2002) and also in the positive direction. In an earlier study, Eapen and Kodath (2002) found that Kerala women did not have a favourable status on several indicators of their health including mental health. However the current study reveals that overall mental health of youth is average and males have more positive affect than females. When individuals are psychologically healthy they are also in control of their emotions and behaviour. They are able to overcome life's challenges, develop and maintain healthy relationships, and recover from failures in life. So promoting one's psychological health benefits all aspects of life. According to Kumar and Radha Devi (2010) Keralite females are better off on many health indicators compared to their counter parts in other parts of the country. Although youth have only average mental health, it is promising that the condition of females has improved considerably from that of the past.

The present study revealed higher positive affect among males which may be attributed to unequal power relation between men and women. Children learn gender roles by connecting maleness with authority and power, and femaleness with subservience. In the patriarchal and feudalistic structure of the Kerala society the status of women is not equal to the status of men in terms of access, participation and reward. It is seen that positive affect depends upon the success of individuals at their targeted goals (Emmons, 1986). It may also be that males have greater sense of accomplishment. Personal well-being result from satisfaction of basic psychological needs, and extrinsic goals have a direct effect on one's well-being (Brdar, 2006). Rask (2003) found that male gender and the individual's perception of high level of maturity as significant predictors of global satisfaction. The current findings may also be attributed to the variations in the exposure to favourable and unfavourable factors (UNICEF, 2007) or temperament (Malhotra, Varma, & Verma, 1986). Patel *et al.*, (2008) have summarized risk factors of mental disorders as individual determinants (gender, disabilities, temperament and neurobiological risks etc.); family determinants (family's structure, parenting styles, parental mental health, family functioning, attachment patterns, physical abuse and punishment etc.); and social and community determinants (ecological factors, socioeconomic deprivation, conflict and war etc.).

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Findings of the study have several implications. The Kerala scenario in terms of mental health – gender association indicates that an effective approach is required to promote mental health of young people in Kerala. Ganga and Kutty (2012) suggest that a life cycle approach may be helpful while planning interventions for promoting mental health in young people. Mental health in childhood is influenced greatly by the nature and quality of childhood experiences, and mental health in adulthood is determined by one's mental health in childhood and adolescence (Fergusson, Horwood, Grant, & Ridder, 2005; Anda *et al.*, 2006). It is found that majority (50%) of adult mental disorders originate by the age of 15 (Kim-Cohen, Caspi, Moffitt, Harrington, Milne, & Poulton, 2003). Concerted efforts should be directed towards strengthening the recognized protective factors such as better opportunities for education, emotional autonomy and better physical health, the role of the extended family etc. Promotion of mental health needs to focus on promoting resilience whereas prevention must target general population (universal), individuals or subgroups that are greater risk of developing a disorder (selective), and high-risk groups that have evidence of an incipient disorder (indicated) (Mrasek, & Haggerty, 1994). Patel *et al.*, (2008) provide principles to be followed for promotion and prevention of mental health which include: (a) having a holistic framework with respect to mental health; (b) linking capacity development with achievable goals; and, and (c) equipping the health care work force. Strengthening individuals and families through public health programmes with a focus on parenting and education; and, empowering children below 18 years through health promotion, provision of adequate education, development of life skills etc., is very important. Equally important is strengthening the community by promoting health in educational institutions and by empowering the health system through the development the work force capacity. Raising awareness in the community about mental health and its related factors, vulnerable groups; and, reducing structural barriers through legal reforms, research, policy making etc will also be very essential.

Current findings require careful interpretation since the subscale measuring General positive affect consists of only one item in the MHI. Because the sample was constituted by students, youth with mental health problems or youth from vulnerable groups were excluded from the study which limits the generalizability of the findings. Further, like other confounders, gender may operate in association with other variables and this requires further examination. The data were cross-sectional, limiting causal inference. Despite these shortcomings, this study provides insight regarding the mental health of a contemporary cohort of Keralite youth, revealing the extent to which being male or female affect their mental health.

CONCLUSION

“No health without mental health”. Mental health isn't only the absence of mental illness. The scope and importance of mental health range from the promotion of mental health to the care of the ill. Promotion of mental health can be attained by appropriate public health and social interventions. For effective mental health promotion, Kerala must focus on developing the strengths and resilience of individuals. Further studies on potential risk factors and protective

factors including gender are necessary to explore the possible interactions. There needs to be more emphasis on promotion of mental health through the collective action of society. Additional research with larger sample from deprived groups and systematic evaluation of effectiveness ongoing programmes are required to increase the evidence base also.

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Correlates of Parental Support and Academic Achievement of Male and Female Secondary School Students

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ABSTRACT

Exponential growth of academic competitiveness has brought out the dire needs of Parental support. School education cannot visualise the all objectives of education until it sought parental support. Thus, parental support has become the crux of modern school education. The present study aims to explore the relationship as well as difference between academic achievements of high and low parental support groups of male and female secondary school students. The study is hypothesised as there will be no relationship and difference between academic achievements of high and low parental support groups of male and female secondary school students. A sample size of 205 (Male & Female) secondary school students was drawn from four secondary schools of Aligarh Muslim University, Aligarh (U.P.) India. Non-probability purposive sampling was employed to draw the required sample. Mean, SD, Pearson Correlation and t- test was calculated for the analysis of data. Findings revealed the positive significant relationship as well as no significant difference between academic achievements and parental support of secondary school students. Findings are interpreted in terms of educational implications and need for further research is also suggested.

Keywords: *Parental Support; Academic Achievement; Gender; Secondary School Students*

Education is the process of developing capacities and potentialities of individual so as to prepare that individual to be successful in specific society and culture. In Indian society, the basic criterion to measure a student's potentialities is the academic achievement. It holds a very important place in education and learning process. All parents want their child to be on the top ranking, that leads the child in the severe anxiety and strain towards examination. The need of high achievement puts pressure on the students, teachers and schools so much so the whole system in turn seems to be revolving around academic achievement of students. At this juncture, students have very dire need of parental support in the form of motivation, financial support, proper care and guidance at home etc. to cope up the stress and anxiety caused by high expectations to perform in various tests and examinations.

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Parental Support

Parental support refers here to the help provided by the parents to their children in relation to their studies. Parents are recognised as the first and most important teacher in the students' life. Parent support is one of the most important contributions of parents that can make positive impression in the process of adolescents' development. "Adolescents need their parents both for guidance and support during this crucial point in their life" (Badony, 2000). It is a common assumption in the literature that greater the parents support, greater the social competence (self-esteem, moral behaviour, academic achievement and vocational achievement). Parents assist their children's development by providing opportunities to them to explore, express themselves and exercise their willing and imagination.

Way and Raossman (1997) emphasised that "Interactions between parent and adolescents include positive behaviour such as interests, support, communication openly and parent child connectedness, help adolescents learn to be autonomous and successful in shaping their own lives".

Academic Achievement

Academic achievement concerns with achievement of students. It plays key role in declaring students' success and unsuccessfulness. It also helps in selecting students for different courses and recruiting students for various jobs. In general parlance, academic achievement is the level of learning outcome in a particular area of subject in relation to knowledge, understanding, skill and application which are usually evaluated by concerned teachers in the form of test scores and examination. C.V. Good (1973), defined academic achievement as, "knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers or both." It is also considered as a key instrument through which students learns about their talents and competencies which are recognised as an essential part of developing career aspirations.

Academic achievement of students depends upon several factors. Parental support is one of them. The present study is an attempt to reveal whether performance of students reporting high parental support is different from those reporting low parental support, and also to reveal that, is there any difference in the academic achievement of students on the basis of students' parents' service?. In the present study academic achievement is taken as the performance of students after a course and is calculated in terms of marks obtained by the teachers.

REVIEW OF LITERATURE

Nam & Park (2014) found significant difference in ethnicities, the children's school levels and the fathers' educational level, learning at home and type of parental involvement. Kikas, Tulviste & Peets (2013) found that mothers are seemed to be more involved in their children education than father and also reported that family socialization values had negative impact on parental

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involvement. Thompson, B. & Mazer, J.P. (2012) reported the developmental procedure of tool concerning to the efficacy of parental support. Schary, Cardinal & Lepronzi, (2012) found a positive association between child's active play behaviour and parental support. You & Nguyen (2011) reported that parental involvement dimensions positively influenced academic achievement. Hornby & Lafaelee (2011) proposed a model to understanding the barriers of parental involvement concerning to the professional achievement. Lau *et al* (2011) found that parental involvement is highly correlated with overall readiness for the school. Stringer & Kerpelam (2010) reported that parental support for career and number of jobs held predicted career identity evaluation. Starkey & Klein (2010) reported that parental support to the children through the intervention was effective in enhancing the development of children's mathematical knowledge. Jones, C (2009) revealed that parents gave impotence to the MFLs so they could help their child in studying MFL. However, gender differences were observed on the attitudes towards MFL. Barges & Kristjansson (2009) revealed that parental monitoring has similar effect on academic achievement among boys and girls. Bokszczanin (2008) highlighted that lower parental support is found to be associated with greater perceived conflict within the family and greater parental over protectiveness. Loges (2003) reported that communication is an importance tool in academic progress as well as developing understanding and agreements among parents, teachers and community members. However, after a very comprehensive review of literature, researcher could not found any such a study that was related to the present research problems. Thus, the present research problem; *Correlates of Parental Support and Academic Achievement of Male and Female Secondary School Students*, would be helpful in filling up the research gaps of concern problems.

Variables of the Study

1. Dependent Variable: academic achievement
2. Independent Variable: Parental Support (Male &Female)

OBJECTIVES OF THE STUDY

1. To find out the relationship between parental support and academic achievements of secondary school students.
2. To examine the effect of high and low parental support on the academic achievements of secondary school students.
3. To investigate the impact of high and low parental support on the academic achievements of male secondary school students.
4. To explore the effect of high and low parental support on the academic achievements of female secondary school students
5. To discover the effect of high parental support on the academic achievements male and female secondary school students.
6. To investigate the impact of the low parental support on the academic achievements of male and female secondary school students.

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Hypotheses

1. There will be no significant relationship between parental support and academic achievements of secondary school students.
2. There will be no significant difference between academic achievements of high and low parental support groups of secondary school students.
3. There will be no significant difference between the academic achievements of high and low parental support of male secondary school students.
4. There will be no significant difference between the academic achievements of high and low parental support of female secondary school students.
5. There will be no significant difference between the academic achievements and high parental support groups of male and female secondary school students.
6. There will be no significant difference between the academic achievements and low parental support groups of male and female secondary school students.

METHODS AND MATERIALS

Design: Present research study confirms the criteria of descriptive research. Hence, it is a descriptive research and valid data were collected through standardised research tool. Thus, a suitable survey design was put in to operation for the present research study.

Population: Secondary school students of Aligarh District are constituted the population of the study.

Sample: In the present study, a sample size of 205(Male & Female) students of secondary school students was considered ideal for carrying the study. For the collection of ideal sample, purposive sampling technique was applied on the population.

Research Tool Used: A standardised Parental Support Scale (P.S.S.), developed by Nadawana, S & Asawa, N. (2011), with a reliability index of 0.74, was put in used for the present research study. The used scale consists of three dimensions; namely Interest, behaviour and resource provision. It has 37 statements, 28 of these are favourable stated while remaining 9 are negatively stated. All the statements are set against a 3 point scale of Always, Sometimes, and Never. Scoring pattern is arranged like '3, 2, and 1 for the favourably stated statements and 1, 2, and 3 for non- favourably stated statements.

The achieved marks of students from previous class were confirmed as an index of Secondary School Students' academic achievement. Data, based on personal profile were also collected by using researcher's developed personal data sheet.

Data Collection: The Researcher personally made certain successful attempts for visiting the four selected secondary schools of Aligarh Muslim University, Aligarh (U.P.) India. A

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standardised research tool of Parental Support along with the personal data sheet was administered on a total sample size of 205 (Male & Female) Secondary School Students. At a justifiable level of freedom, pertaining to ask meaning of difficult words or sentences was extended to the students for making their impressions on the each printed items.

Data Analysis and Interpretation

Table: 1. Showing relationship between the parental support and academic achievements of secondary school students

Basis	No.	Df	Correlation (r) (Pearson Product)
Parental Support	205	203	0.307*
Academic achievements	205		

*At 0.05 level of significance

A glimpse of above drawn table shows a correlation (r) value as 0.307 and that is statistically significant at the significance level of 0.05. Hence the null hypothesis is rejected. Thus, a significant positive correlation was found between the parental support and academic achievement of secondary school students. However, the result signifies that if the parental support of students will increase, likewise, the academic achievement of theirs will also increase. The analysed dimensions of both variables have positive linear relationship.

Table: 2. Showing difference between the academic achievements of high and low parental support groups of secondary school students

Basis	No.	Mean	SD	Df	t- value
Academic achievements of high parental support group of students	113	412.85	79.68	203	0.64
Academic achievements of low parental support group of students	92	345.51	67.81		

At 0.05 significant level

A close view of table 2 reflects the t- value as 0.64 and that is not statistically significant at the significance level of 0.05. Hence, the null hypothesis is accepted. It means, no significant difference was found between the academic achievements of high and low parental support groups of secondary school students. Thus, both the low and high parental support groups of secondary school students confirmed the same level of academic achievement.

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Table: 3. Showing difference between the academic achievements of high and low parental support of male secondary school students

Basis	No.	Mean	SD	Df	t- value
Academic achievements of high parental support group of male students	59	415.55	81.60	106	0.77
Academic achievements of low parental support group of male students	49	336.61	61.21		

At 0.05 significant level

A close examination of table 3 gives the t- value as 0.77 and which is not confirmed as statistically significant at mentioned 0.05 significance level. Thus, the accrued t- value confirmed no significant difference between the high and low parental supports of male secondary school students. Both the statistically analysed variables' dimensions reported similar level of academic achievements.

Table: 4. Showing difference between the academic achievements of high and low parental support of female secondary school students

Basis	No.	Mean	SD	Df	t- value
Academic achievements of high parental support group of female students	54	409.90	77.06	95	0.50
Academic achievements of low parental support group of female students	43	355.65	74.88		

At 0.05 significant level

A close panoramic view of table 4 shows the t- value as 0.50 and that is not statistically significant at the significance level of 0.05. Hence, the null hypothesis is again accepted. Therefore, no significant difference was observed between the academic achievements of high and low parental support groups of female students. Thus, the academic achievements of high and low parental support groups of female students manifested similar academic performance.

Table: 5. Showing difference between the academic achievements of high parental support of male and female secondary school students

Basis	No.	Mean	SD	Df	t- value
Academic achievements of high parental support group of male students	59	412.85	79.68	111	0.05
Academic achievements of high parental support group of female students	54	345.51	67.81		

At 0.05 significant level

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At a glance, table 5 reflects the t-value as 0.05 and that is not established as statistically significant at the 0.05 level of significance. Hence, once again the null hypothesis is accepted. Therefore, finding suggested no significant difference between the academic achievements of high parental support of male and female secondary school students.

Table: 6. Showing difference between the academic achievements of low parental support of male and female secondary school students

Basis	No.	Mean	SD	Df	t- value
Academic achievements of low parental support group of male students	49	336.61	61.21	90	0.19
Academic achievements of low parental support group of female students	43	355.65	74.88		

At 0.05 significant level

As the above mentioned table reveals the t- value is 0.19 between the academic achievements of low parental support of male and female secondary school students. This observed t- value is not statistically significant at the significance level of 0.05. Therefore, null hypothesis is accepted and it signifies a similar academic achievements level between the low parental support of male and female secondary school students.

FINDINGS OF THE STUDY

1. Significant positive correlation was found between the academic achievements and parental support of secondary school students.
2. No significance difference was found between the academic achievements of high and low parental support groups of secondary school students.
3. No significant difference was found between the academic achievements of high and low parental support of male secondary school students.
4. No significant difference was found between the academic achievements of high and low parental support groups of female secondary school students.
5. No significant difference was found between the academic achievements of high parental support groups of male and female secondary school students.
6. No significant difference was found between the academic achievements of low parental support groups of male and female secondary school students

CONCLUSION

Increasing work load at schools has called the maximum level of parental support and caring to the students. Present era has now been confirmed as the era of knowledge. Knowledge at every seats of learning is getting diversified with special concern to the employment. Thus, on a

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mandatorily ground, proper caring of students should become the basic preference of parents. Parents are supposed to be a good friend as well as counsellor to their children in regards to students' academic process. Thus, on a larger ground, academic performance of students depends not only on the learned teachers but also on a highly responsible parent too. In the present study, a positive correlation was found between the academic achievements and parental support of secondary school students. Finding suggests that if the parental support of students will be increased in a proper way then their academic performance will also be improved.

EDUCATIONAL IMPLICATIONS

Every sorts of knowledge barring a quality of utility with the hidden perspectives of social welfare. All previous and present researches are considered as a meaning full agent in the addition of existing knowledge. No research could be confirmed as value laden unless it has the answers of existing problems. Thus, research study should have its implicational aspects. Present research has its implication regarding to the importance of parental support in the betterment of the academic performance of the students. Existing school system has indicated to the educational stake holders to seek proper cooperation and support of parents to enhance the learning capability of students as well as to get over come the effect of social evils. In the light of findings, socialisation process and moral development of students at school and home could be revamped and improvised.

SUGGESTIONS FOR STUDY

No research could be the last bullet to shoot the concern problem. Every research has its limitations to answer the pertinent problem and also leave behind an accepted research gaps and questions for further studies. Likewise, present research has also left certain questions to be answered and that could only be realised when the similar study would be conducted on larger sample size. Very similar study could also be surfaced by incorporating the various issues regarding the parental support of students at different levels. A more worthy generalisation can be possible on the selected variables by comparing the public and private schools students.

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